

Reading Targets

Pupil's Name: _____

A Year 1 Reader

TARGETS	SEEN	SECURE
Word Reading		
I can match all 40+ graphemes to their phonemes.		
I can blend sounds in unfamiliar words.		
I can divide words into syllables.		
I can read compound words.		
I can read words with contractions and understand that the apostrophe represents the missing letters.		
I can read phonetically decodable words.		
I can read words that end with 's, -ing, -ed, -est		
I can read words which start with un-.		
I can add -ing, -ed and -er to verbs. (<i>Where no change is needed to the root word</i>)		
I can read words of more than one syllable that contain taught GPCs.		
Comprehension		
I can say what I like and do not like about a text.		
I can link what I have heard or read to my own experiences.		
I can retell key stories orally using narrative language.		
I can talk about the main characters within a well known story.		
I can learn some poems and rhymes by heart.		
I can use what I already know to understand texts.		
I can check that my reading makes sense and go back to correct myself when it doesn't.		
I can draw inferences from the text and/or the illustrations. (<i>Beginning</i>)		
I can make predictions about the events in the text.		
I can explain what I think a text is about.		

Reading Targets

Pupil's Name: _____

Year 1 Reading at Greater Depth

TARGETS	SEEN	SECURE
I can read accurately and confidently words of 2 or more syllables.		
I can talk about my favourite authors or genre of books.		
I can predict what happens next in familiar stories.		
I am happy to read aloud in front of others.		
I can tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.		
I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.		
I am aware of mistakes made when my reading does not make sense.		
I can re-read a passage if I'm unhappy with my own comprehension.		
I have a growing awareness of how non-fiction texts are organised.		
I can use illustrations as an important feature in helping me to read.		

SAMPLE

READING TARGETS

A YEAR 1 READER

GROUP RECORD

--	--	--	--	--	--	--	--

Word Reading							
I can match all 40+ graphemes to their phonemes.							
I can blend sounds in unfamiliar words.							
I can divide words into syllables.							
I can read compound words.							
I can read words with contractions and understand that the apostrophe represents the missing letters.							
I can read phonetically decodable words.							
I can read words that end with 's, -ing, -ed, -est							
I can read words which start with un-.							
I can add -ing, -ed and -er to verbs. (<i>Where no change is needed to the root word</i>)							
I can read words of more than one syllable that contain taught GPCs.							
Comprehension							
I can say what I like and do not like about a text.							
I can link what I have heard or read to my own experiences.							
I can retell key stories orally using narrative language.							
I can talk about the main characters within a well known story.							
I can learn some poems and rhymes by heart.							
I can use what I already know to understand texts.							
I can check that my reading makes sense and go back to correct myself when it doesn't.							
I can draw inferences from the text and/or the illustrations. (Beginning)							
I can make predictions about the events in the text.							
I can explain what I think a text is about.							

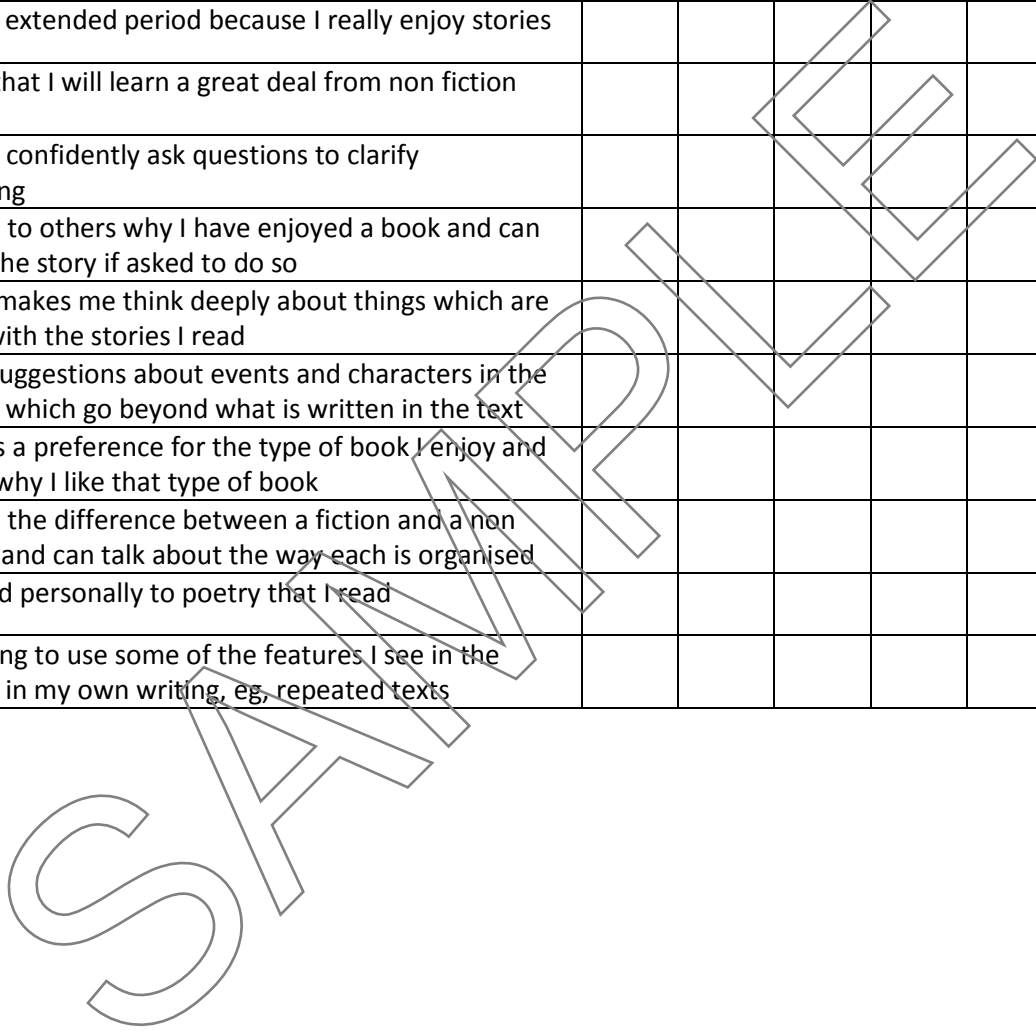
READING TARGETS

YEAR 1 READING AT GREATER DEPTH

GROUP RECORD

--	--	--	--	--	--	--	--

I can use my phonic knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently							
I read for an extended period because I really enjoy stories							
I am aware that I will learn a great deal from non fiction books							
I readily and confidently ask questions to clarify understanding							
I can explain to others why I have enjoyed a book and can summarise the story if asked to do so							
My reading makes me think deeply about things which are associated with the stories I read							
I can make suggestions about events and characters in the books I read which go beyond what is written in the text							
I can express a preference for the type of book I enjoy and can explain why I like that type of book							
I can explain the difference between a fiction and a non fiction book and can talk about the way each is organised							
I can respond personally to poetry that I read							
I am beginning to use some of the features I see in the books I read in my own writing, eg, repeated texts							



Information for Parents/Carers

Reading Targets

A Year 1 Reader

Word Reading

I can match all 40+ graphemes to their phonemes.

I can blend sounds in unfamiliar words.

I can divide words into syllables.

I can read compound words.

I can read words with contractions and understand that the apostrophe represents the missing letters.

I can read phonetically decodable words.

I can read words that end with 's, -ing, -ed, -est

I can read words which start with un-.

I can add -ing, -ed and -er to verbs. (*Where no change is needed to the root word*)

I can read words of more than one syllable that contain taught GPCs.

Comprehension

I can say what I like and do not like about a text.

I can link what I have heard or read to my own experiences.

I can retell key stories orally using narrative language.

I can talk about the main characters within a well known story.

I can learn some poems and rhymes by heart.

I can use what I already know to understand texts.

I can check that my reading makes sense and go back to correct myself when it doesn't.

I can draw inferences from the text and/or the illustrations. (Beginning)

I can make predictions about the events in the text.

I can explain what I think a text is about.

Information for Parents/Carers

Reading Targets

Year 1: Reading at Greater Depth

I can use my phonic knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently .

I read for an extended period because I really enjoy stories.

I am aware that I will learn a great deal from non-fiction books.

I readily and confidently ask questions to clarify understanding.

I can explain to others why I have enjoyed a book and can summarise the story if asked to do so.

My reading makes me think deeply about things which are associated with the stories I read.

I can make suggestions about events and characters in the books I read which go beyond what is written in the text.

I can express a preference for the type of book I enjoy and can explain why I like that type of book.

I can explain the difference between a fiction and a non fiction book and can talk about the way each is organised.

I can respond personally to poetry that I read.

I am beginning to use some of the features I see in the books I read in my own writing, eg, repeated texts.

SAMPLE

Year 1 - Word Reading

I can match all 40+ graphemes to their phonemes.

Year 1 - Word Reading

I can blend sounds in unfamiliar words.

Year 1 - Word Reading

I can divide words into syllables.

Year 1 - Word Reading

I can read compound words.

Year 1 - Word Reading

I can read words with contractions and understand that the apostrophe represents the missing letters.

Year 1 - Word Reading

I can read phonetically decodable words.

Year 1 - Word Reading

I can read words that end with 's, -ing, -ed, -est

Year 1 - Word Reading

I can read words which start with un-.

Year 1 - Word Reading

I can add -ing, -ed and -er to verbs. (*Where no change is needed to the root word*)

Year 1 - Word Reading

I can read words of more than one syllable that contain taught GPCs.

Year 1 - Comprehension

I can link what I have heard or read to my own experiences.

Year 1 - Comprehension

I can retell key stories orally using narrative language.

Year 1 - Comprehension

I can say what I like and do not like about a text.

Year 1 - Comprehension

I can talk about the main characters within a well known story.

Year 1 - Comprehension

I can learn some poems and rhymes by heart.

Year 1 - Comprehension

I can use what I already know to understand texts.

Year 1 - Comprehension

I can check that my reading makes sense and go back to correct myself when it doesn't.

Year 1 - Comprehension

I can draw inferences from the text and/or the illustrations. (Beginning)

Year 1 - Comprehension

I can make predictions about the events in the text.

Year 1 - Comprehension

I can explain what I think a text is about.

Recommended label supplier:

Label Planet: 01270 668076

<http://www.labelplanet.co.uk/>

Label: LP 27 63

© Not As We Know It Limited 2016

Year 1 - Reading at Greater Depth

I can use my phonic knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently.

Year 1 - Reading at Greater Depth

I readily and confidently ask questions to clarify understanding.

Year 1 - Reading at Greater Depth

I can make suggestions about events and characters in the books I read which go beyond what is written in the text.

Year 1 - Reading at Greater Depth

I can respond personally to poetry that I read.

Year 1 - Reading at Greater Depth

I read for an extended period because I really enjoy stories.

Year 1 - Reading at Greater Depth

I can explain to others why I have enjoyed a book and can summarise the story if asked to do so.

Year 1 - Reading at Greater Depth

I can express a preference for the type of book I enjoy and can explain why I like that type of book.

Year 1 - Reading at Greater Depth

I am beginning to use some of the features I see in the books I read in my own writing, eg, repeated texts.

Year 1 - Reading at Greater Depth

I am aware that I will learn a great deal from non-fiction books.

Year 1 - Reading at Greater Depth

My reading makes me think deeply about things which are associated with the stories I read.

Year 1 - Reading at Greater Depth

I can explain the difference between a fiction and a non-fiction book and can talk about the way each is organised.

SAMPLE

Recommended label supplier:

Label Planet: 01270 668076
<http://www.labelplanet.co.uk/>
Label: LP 27 63

© Not As We Know It Limited 2016

Targets in Art & Design and Design & Technology

Art & Design Targets - A Year 1 Artist

Pupil's Name: _____

TARGETS	SEEN	SECURE
I can show how people feel in paintings and drawings.		
I can create moods in art work.		
I can use pencils to create lines of different thickness in drawings.		
I can name the primary and secondary colours.		
I can create a repeating pattern in print.		
I can cut, roll and coil materials.		
I can use IT to create a picture.		
I can describe what I can see and give an opinion about the work of an artist.		
I can ask questions about a piece of art.		

Design & Technology Targets - A Year 1 Designer

Pupil's Name: _____

TARGETS	SEEN	SECURE
I can use my own ideas to make something.		
I can describe how something works.		
I can cut food safely.		
I can make a product which moves.		
I can make my model stronger.		
I can explain to someone else how I want to make my product.		
I can choose appropriate resources and tools.		
I can make a simple plan before making.		

Targets in Art & Design and Design & Technology

Year 1

GROUP RECORD

--	--	--	--	--	--	--	--

Art & Design Targets - A Year 1 Artist							
I can show how people feel in paintings and drawings.							
I can create moods in art work.							
I can use pencils to create lines of different thickness in drawings.							
I can name the primary and secondary colours.							
I can create a repeating pattern in print.							
I can cut, roll and coil materials.							
I can use IT to create a picture.							
I can describe what I can see and give an opinion about the work of an artist.							
I can ask questions about a piece of art.							

Design & Technology Targets - A Year 1 Designer							
I can use my own ideas to make something.							
I can describe how something works.							
I can cut food safely.							
I can make a product which moves.							
I can make my model stronger.							
I can explain to someone else how I want to make my product.							
I can choose appropriate resources and tools.							
I can make a simple plan before making.							

Information for Parents/Carers

Targets in Art & Design and Design & Technology

Art & Design Targets - A Year 1 Artist

I can show how people feel in paintings and drawings.

I can create moods in art work.

I can use pencils to create lines of different thickness in drawings.

I can name the primary and secondary colours.

I can create a repeating pattern in print.

I can cut, roll and coil materials.

I can use IT to create a picture.

I can describe what I can see and give an opinion about the work of an artist.

I can ask questions about a piece of art.

Design & Technology Targets - A Year 1 Designer

I can use my own ideas to make something.

I can describe how something works.

I can cut food safely.

I can make a product which moves.

I can make my model stronger.

I can explain to someone else how I want to make my product.

I can choose appropriate resources and tools.

I can make a simple plan before making.