

Forest View Primary School Reading Targets Overview

Year 1

Word Reading	Comprehension
Apply phonic knowledge and skills as the route to decode words.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Be encouraged to link what they read or hear read to their own experiences.
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Recognise and join in with predictable phrases.
Read words containing taught GPCs and s, es, ing, ed, er and est endings.	Learn to appreciate rhymes and poems, and recite some by heart.
Read other words of more than one syllable that contain taught GPCs.	Discuss word meanings, linking new meanings to those already known.
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Draw on what they already know or on background information and vocabulary provided by the teacher.
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Check that the text makes sense to them as they read and correct inaccurate reading.
Re-read books to build up their fluency and confidence in word reading.	Discuss the significance of the title and events.
	Make inferences on the basis of what is being said and done.
	Predict what might happen on the basis of what has been read so far.
	Participate in discussion about what is read to them, taking turns and listening to what others say.
	Explain clearly their understanding of what is read to them.