

YEAR 1 GUIDED READING TARGETS



Book title:

Autumn Spring Summer

Pupil names:						
The pupil can:						
<u>WORKING TOWARDS</u>						
WORD READING						
begin to apply phonic knowledge and skills as the route to decode words by blending 2 or 3 sounds						
read accurately some unfamiliar words containing GPCs that have already been taught						
begin to read simple sentences						
read many Year 1 common exception words						
COMPREHENSION						
listen to - and discuss in their own words - poems, stories and non-fiction at a level beyond which they can read independently						
participate in a discussion about what is read to them, taking turns and listening to what others have to say						
recall some key points which they have read or heard						
join in with simple rhymes and poems						
begin to link what they hear in a text to their own experiences						
<u>WORKING AT EXPECTED</u>						
WORD READING						
respond <i>speedily</i> with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes						
read words containing taught GPCs; -s, -es, -ing, -ed, -er and -est endings and other words of more than one syllable						
read aloud and accurately books that are consistent with their developing phonic knowledge						
read most Year 1 common exception words						
COMPREHENSION						
re-tell familiar fairy stories and traditional tales and compare their characteristics						
recognise and join in with predictable phrases						
appreciate rhymes and poems and recite some by heart						
explain <i>clearly</i> their understanding of a text						
<u>WORKING AT GREATER DEPTH</u>						
WORD READING						
read words <i>quickly</i> because all phonic sounds are known						
read a range of words linked to topics beyond those in the reading scheme						
read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents omitted letters						
re-read books to build up fluency and confidence in word reading						
COMPREHENSION						
discuss word meanings, linking new meanings to those already known						
draw on what they already know, background information and the text's title to inform opinions						
check the text makes sense to them and correct inaccurate reading						
make inferences on the basis of what is said and done						
predict what might happen next and explain ideas						