

Ashill Community Primary School
National Curriculum Objectives with Child Speak Targets
Year 1 Reading



Pupil's Name:

Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)

Autumn Term:

Spring Term:

Summer Term:

Strand	National Curriculum Objective	Child Speak Target
Word	Apply phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>
Word	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>
Word	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>
Word	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>
Word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>
Word	Read other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>
Word	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>
Word	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.	<i>I correctly read aloud the words from my book.</i>
Word	Re-read these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become a better reader.</i>
Comprehension	Listening to and discussing a wide range	<i>I listen and discuss what I have read,</i>

	of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>including poems, stories and non-fiction books.</i>
Comprehension	Being encouraged to link what they read or hear read to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>
Comprehension	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>
Comprehension	Recognising and joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>
Comprehension	Learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>
Comprehension	Discussing word meanings, linking new meanings to those already known.	<i>I discuss what words mean.</i>
Comprehension	Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
Comprehension	Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>
Comprehension	Discussing the significance of the title and events.	<i>I discuss the titles and events from the books I read.</i>
Comprehension	Making inferences on the basis of what is being said and done.	<i>I can tell you about why a character does or says some things.</i>
Comprehension	Predicting what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>
Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say.	<i>I take turns to listen and discuss when I am in a group.</i>
Comprehension	Explain clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>