



<b>Year 1</b>		
<b>Area</b>	<b>Objective (Linked to Target Tracker)</b>	<b>Small Steps (Developmental Continuum of Reading Skills and Behaviours)</b>
<b>Word Reading</b>	Apply phonic knowledge and skills as the route to decode words.	<ul style="list-style-type: none"> <li>- Know when to use phonic knowledge to decode words.</li> <li>- Know which parts of words can be decoded using phonics.</li> </ul>
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<ul style="list-style-type: none"> <li>- Hear and recognise all 40+ phonemes.</li> <li>- Hear and recognise all 40+ graphemes.</li> <li>- Match all 40+ graphemes to their phonemes (Phase 3).</li> <li>- Identify all 40+ graphemes in reading.</li> </ul>
	Read unfamiliar words accurately containing GPCs that have been taught.	<ul style="list-style-type: none"> <li>- Blend sounds in unfamiliar words based on known GCPs.</li> <li>- Read other words of more than one syllable that contain taught GPCs.</li> </ul>
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<ul style="list-style-type: none"> <li>- Know that some words have unusual correspondence between phoneme and grapheme.</li> <li>- Notice these in reading and decode to retain meaning.</li> </ul>
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est suffixes.	<ul style="list-style-type: none"> <li>- Identify words containing taught suffixes.</li> <li>- Identify the root word of taught suffixes.</li> <li>- Use decoding strategies to read words containing taught suffixes.</li> </ul>
	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).	<ul style="list-style-type: none"> <li>- Know that words can have omitted letters and that an apostrophe represents the omitted letters.</li> <li>- Find contractions in reading.</li> <li>- Read words with contractions.</li> </ul>
	Re-read phonically decodable books to build up fluency and confidence in word reading	<ul style="list-style-type: none"> <li>- Know that there is a range of decoding strategies.</li> <li>- Read most words quickly and accurately by sounding and blending when needed.</li> <li>- Sounding out unfamiliar vocabulary accurately.</li> <li>- Check the text makes sense.</li> <li>- Re-read when meaning is lost.</li> <li>- Self-correct when meaning is lost.</li> <li>- Read with increasing levels of fluency and confidence.</li> </ul>
	Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.	<ul style="list-style-type: none"> <li>- Read common words using phonic knowledge where possible</li> <li>- Read phonically decodable texts.</li> <li>- Read phonically decodable texts with confidence.</li> </ul>



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<b>Comprehension</b>	Participate in discussion about what is read to him/her, taking turns and listening to what others say	<ul style="list-style-type: none"> <li>- Know that there are different kinds of books.</li> <li>- Know the difference between a story book and an information book.</li> <li>- Find the title, author and the illustrator of a book.</li> <li>- Say what they like or dislike about a book.</li> <li>- Say if it reminds them of another story.</li> <li>- Listen to others' ideas about a book.</li> <li>- Say whether they agree or disagree with other's ideas.</li> <li>- Say why they agree or disagree with other's ideas.</li> </ul>
	<b>Explain</b> clearly his/her understanding of what is read to him/her.	<ul style="list-style-type: none"> <li>- Answer retrieval questions about the book.</li> <li>- Use information from the story to support opinion.</li> <li>- Understand that a writer can leave gaps for the reader to fill.</li> <li>- Answer questions which fill the gaps in a story (<b>inference</b>).</li> </ul>
	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>	
	listening to and discussing a wide range of <b>poems</b> , stories and non-fiction at a level beyond that at which he/she can read independently.	<ul style="list-style-type: none"> <li>- Listen to a wide range of <b>poems</b>, stories and non-fiction texts at a level beyond that at which he/she can read independently.</li> <li>- Discuss a wide range of <b>poems</b>, stories and non-fiction texts at a level beyond that at which he/she can read independently.</li> </ul>
	being encouraged to link what is read or heard to his/her own experiences.	<ul style="list-style-type: none"> <li>- Say if it reminds them something that they have experienced.</li> <li>- Make a link to the text when giving an example.</li> </ul>
	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<ul style="list-style-type: none"> <li>- Know some key stories</li> <li>- Recognise key story language.</li> <li>- Find key story language in stories read aloud or read independently</li> <li>- Retell key stories orally using narrative language.</li> <li>- Recognise repeated or patterned language.</li> </ul>
	learning to appreciate rhymes and <b>poems</b> , and to recite some by heart.	<ul style="list-style-type: none"> <li>- Recognise <b>poems</b> and rhymes.</li> <li>- Recognise rhyming language.</li> <li>- Recognise patterned language in <b>poems</b> and rhymes.</li> <li>- Know some <b>poems</b> and rhymes by heart.</li> </ul>
	discussing new <b>vocabulary</b> , linking new meanings to those already known.	<ul style="list-style-type: none"> <li>- Identify new <b>vocabulary</b> to understand texts.</li> <li>- Use picture clues to support understanding.</li> <li>- Use picture clues to deepen understanding.</li> </ul>



	<b>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</b>	
	drawing on what is already known or on background information and <b>vocabulary</b> provided by the teacher.	<ul style="list-style-type: none"> <li>- Use picture clues to support understanding.</li> <li>- Use picture clues to deepen understanding.</li> <li>- Use prior knowledge to understand texts.</li> <li>- Use given <b>vocabulary</b> to understand texts.</li> </ul>
	discussing the significance of the title, characters and events.	<ul style="list-style-type: none"> <li>- Identify the significance of the title.</li> <li>- Identify the characters in a story.</li> <li>- Recognise a character’s feelings.</li> <li>- Say why a character has a feeling.</li> <li>- Give an opinion about a character.</li> <li>- Know that stories can have similar characters.</li> <li>- Make links with characters in other stories.</li> <li>- Identify the key events in a story.</li> <li>- <b>Sequence</b> the key events in chronological order.</li> <li>- Discuss the significance of key events.</li> <li>- Make links with other stories.</li> </ul>
	<b>predicting</b> what might happen on the basis of what has been read so far.	<ul style="list-style-type: none"> <li>- Make <b>predictions</b> based on the events in the story.</li> <li>- Make links to other stories.</li> </ul>

Area	Objective
<b>Library objectives</b>	<ul style="list-style-type: none"> <li>- To use signs and labels to explore basic library organisation;</li> <li>- To know how to look after a book;</li> <li>- To know the difference between a fiction and a non fiction book;</li> <li>- To begin to understand how a contents page is use;.</li> <li>- To use Libresoft borrow and return function with support;</li> <li>- More able - to know where the Easy reads are kept in the library.</li> </ul>