

## Year 1 Annual Reading Targets

All the targets below are to be achieved through age-appropriate texts

- I can use known phonics to decode words.
- I can quickly say the sound of letters.
- I can read accurately by blending.
- I can read some common exception words.
- I can read the year 1 suffix words.
- I can read multi-syllable words (*at the yellow book or blue book level.*)
- I can read contractions and know the apostrophe shows omitted letters: e.g. I'm, I'll, we'll, can't, hadn't.
- I can read aloud phonically decodable texts at age-appropriate level (*yellow or blue book Level*).
- I listen attentively to a range of poems, stories and non-fiction.
- I am beginning to contribute ideas and thoughts to discussion about a book.
- I can identify basic similarities and differences between my own own experience and that of story characters
- I show my understanding of and similar experiences to stories through talk or role play.
- I can retell events of stories in order.
- I can join in with predictable phrases in a story and enjoy saying them aloud with the class.

- I show enthusiasm for listening and responding to rhymes and poems.
- I join in with poems and know some by heart.
- I use words I know to guess what new words might mean - and can explain the link. e.g. tooth and brush for toothbrush.
- I ask and answer 'how' and 'why' questions about what I have read.
- I can check that what I have read makes sense, self correcting as needed.
- I can discuss the link between the title and the events in a book.
- I can, after discussion with the teacher, make simple inferences.
- I can predict what might happen (with responses linked closely to the story characters, plot and language read so far).
- I can contribute ideas and thoughts to discussion, remembering significant events/key information.
- I can express views about events or characters in the story and explain clearly my understanding of what is read to me.
- I can read blue RWI books confidently.

## Year 1 Annual Writing Targets

- I can write my ideas down in a sequence of sentences.
- I can use 'and' to make a longer sentence.
- I can use some adjectives.
- I use a capital letter for 'I'.
- I use capital letters for names and places, mostly.
- I use full stops correctly, most of the time.
- Sometimes, I use question marks and exclamation marks.
- I begin most sentences with a capital letter.
- I spell words using my known sounds, getting them mostly correct.
- I can spell some common exception words correctly.
- I can name the letters of the alphabet in order.
- I can spell the days of the week.
- I can write simple sentences dictated by the teacher.
- I sit at a table properly, holding a pencil comfortably and correctly.
- I can say out loud what I'm going to write about.
- I can read my own writing aloud clearly enough for others to hear.
- I know and can talk about grammatical terminology when discussing my writing (*letter, capital letter, word,*

*singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).*

- I can write digits 0-9.
- I can label diagrams.
- I can spell some prefix words with 'un'
- I can spell some suffix words with 'ing', 'ed' and 'est'.
- I leave clear spaces between words.
- I write capital letters and lower case letters correctly.