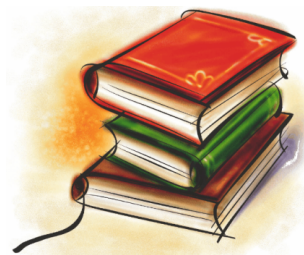# Reading: Decoding targets

Name: _____

By the end of Year 1…

*I am beginning to apply my knowledge and skills from phases 2, 3 and 4 to decode words.

*I can quickly match the correct sound to graphemes for phase 2 and 3 phonemes.

*I am beginning to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe) containing GPCs that I've learnt.

*I am beginning to read and identify common words and unusual correspondences between spellings and sounds.

*I am beginning to read words with known GPCs and ending are noticed. (–s, –es, –ing, –ed, -er and –est)

*With support, I can phonetically decode words of more than one syllable.

*I am beginning to read common contractions (for example I'll; I'm; we'll).
*I am beginning to understand that the apostrophe represents the omitted letter(s).

*I am beginning to read aloud phonetically decodable book with some level of accuracy.

*I am beginning to re-read some books accurately with some phrases read fluently.

*I can read accurately by blending the sounds in words that contain graphemes up to phase 5.
I am beginning to recognize alternative sounds for graphemes.

*I can read words that contain two or more syllables (up to phase 5).

*I can read words containing common suffixes including –s, -es, –ing, –ed, -er and –est.

*I am beginning to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

*With support, I can sound out unfamiliar words accurately and without undue hesitation.

By the end of Year 2…

*I can apply my knowledge and skills from phases 2, 3, 4 and 5 to decode words.

*I can quickly match the correct sound to graphemes for phase 2, 3, 4 and 5 phonemes.
*I am beginning to include alternative sounds for graphemes.

*I can blend sounds accurately in unfamiliar words containing GPCs that I've learnt.

*I can read common words, including the first 100 high frequency words, and identify where unusual correspondences between spellings and sound are.

*I can read words with known GPCs and ending are noticed. (–s, –es, –ing, –ed, -er and –est)

*I can accurately and fluently decode words of more than one syllable.

*I read common contractions and understand that the apostrophe represents the omitted letter(s).

*I can read aloud phonetically decodable books accurately.

*I can re-read books with fluency, pace and expression.

*I can read accurately by blending the sounds in words that contain graphemes up to phase 5 and beyond and I recognise alternative sounds.

*I can read accurately words of two or more syllables that contain the same graphemes up to phase 5 and beyond.
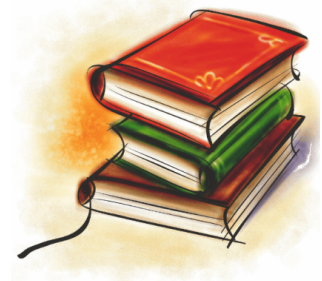
*I can read words containing common suffixes.

*I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

*I can sound out unfamiliar words accurately, automatically and without undue hesitation.

Reading: Comprehension targets

Name: _____

By the end of Year 1…

By the end of Year 2…

*With support, I understand the main events or key points in a text that I read or listen to.	***I can retell a story from the text and illustrations, with prompts.**
*With support, a simple story is sequenced and the significance of the title and events is discussed.	***I can discuss the sequence of events in books and how items of information are related.**
*With prompts, I can make predictions about what might happen, in the books I have read and listened to.	*I can make informed predictions about what might happen, in the books I have read and listened to.
*I am beginning to make links between what I've read or heard to my personal experiences.	*Drawing upon what already known, I can make links between what I've read or heard to my personal experiences.
*I recognise and join in when familiar or predictable phrases are used in stories or poems.	*I participate in stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences.
*I often check that the text makes sense while I'm reading and with support reading is corrected.	***I can check that reading makes sense and self-correct.** (*Decoded words fit with what's already been read and makes sense in context*)
*I am beginning to make simple inferences about characters, based on what is said or done in books that I read or listen to. *I use role play to identify with and explore characters.	***I can infer what characters are like from what is said or done. (***There is understanding of simple cause and effect and what may have prompted a character's behaviour in a story*)
*I can locate simple information in response to a simple question. *I can ask simple questions about a text.	***I can ask and answer specific questions about texts.**
*I can identify words/phrases that I like and use them to respond to a text.	*I can identify and discuss favourite words and phrases in a text, for example choices such as rhyme or alliteration, or 'sparkling' as a good word choice.
*I listen to a wide range of poems, stories and non-fiction (beginning to discuss texts at a level beyond those that can be read independently)	*I listen and discuss a wide range of poetry, stories and non-fiction and my views are expressed. (*Turns are taken and what others say is listened to. There is some awareness that writers write for particular purposes*)
*I understand the purpose of the title, blurb and illustration. *I can ask simple questions and make predictions based on them.	*I can discuss the significance of the title and events. *I use the title, blurb and illustrations to help e make informed choices, for example choosing a book for research.