

**Reading Progress Checker – Year 1: Meeting****Name** \_\_\_\_\_

<b>Reading: Word</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
<ul style="list-style-type: none"><li>I can match all 40+ graphemes to their phonemes (Phase 3).</li></ul>				
<ul style="list-style-type: none"><li>I can blend sounds in unfamiliar words.</li></ul>				
<ul style="list-style-type: none"><li>I can divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.</li></ul>				
<ul style="list-style-type: none"><li>I can read compound words, for example, football, playground, farmyard, bedroom.</li></ul>				
<ul style="list-style-type: none"><li>I can read words with contractions, for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</li></ul>				
<ul style="list-style-type: none"><li>I can read phonically decodable texts with confidence.</li></ul>				
<ul style="list-style-type: none"><li>I can read words containing 's, es, ing, ed, er, est' endings</li></ul>				
<ul style="list-style-type: none"><li>I can read words which have the prefix –un added.</li></ul>				
<ul style="list-style-type: none"><li>I can add the endings –ing, –ed and –er to verbs where no change is needed to the root word.</li></ul>				
<ul style="list-style-type: none"><li>I can read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence).</li></ul>				
<b>TOTAL</b>				
<b>PERCENTAGE</b>				

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<b>Reading: Comprehension</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
• I can say what I like or dislike about a text.				
• I can link what I have read or hear read to me to my own experiences.				
• I can retell key stories orally using narrative language.				
• I understand and talk about the main characteristics within a known key story.				
• I can learn some poems and rhymes by heart.				
• I can use prior knowledge, context and vocabulary provided to understand texts.				
• I check that the text makes sense to me as I read and correct miscues.				
• I begin to draw inferences from the text and/or the illustrations.				
• I can make predictions based on the events in the text.				
• I can explain what I understand about a text.				
<b>TOTAL</b>				
<b>PERCENTAGE</b>				