



My Target Book

Name _____

Year 1

My Reading Targets

Spoken Word

I can listen and respond appropriately to others

I can ask relevant questions

I can use strategies to build my vocabulary

I can select and use appropriate registers for communication

I can stay on topic in a conversation and respond to comments

I can speculate, imagine and explore ideas

I can speak audibly and fluently with an increasing command of standard English

Decoding

I can read the common exception words noting unusual correspondences

I can read words containing taught GPCs and endings (-s, -es, -ing, -ed, -er, -est)

I can use phonic knowledge to blend sounds together in unfamiliar containing taught GPCs

I can achieve the expected score on the phonics screening check in June

I can use picture clues to help in reading simple texts

I can respond speedily with the correct sound to graphemes for all phonemes

I can suggest alternative sounds for graphemes where applicable

I can read contractions and understand the use of the apostrophe

Read multi-syllable words containing taught GPCs

I can read books which contain known GPCs

Comprehension

I can recognise the difference between fiction and non-fiction

I can answer straightforward questions about a story

I can identify the main events or key points in a text

I can draw on what I already know or on information provided by my teacher

I can check that the text makes sense as I read and correct mistakes

I can discuss the significance of the title and events of a story

Range and Experience

I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently

I can appreciate rhymes and poems and recite some by heart

I am very familiar with key stories, fairy stories and traditional tales

I can recognise and join in with predictable phrases

I can reread books which help my confidence and fluency

I am reading books from the blue book band or above (Band 4)

Detective Skills

I can recognise why a character is feeling a certain way

I can make simple predictions about the characters in a story

I can express opinions about the main events and characters in a story

Response

I can participate in discussions about what is read to me, taking turns and listening to what others say

I can link what I read or hear to my own experiences, with encouragement

I can explain clearly what my understanding is of what has been read to me

Language Appreciation

I can discuss what new words mean, linking new meanings to those already known

I can recognise repetition of language in my reading

I can recognise obvious story language – Once upon a time etc.

Year 1

My Writing Targets

Organisation

My writing can be read by others without my help

I can write more than one sentence about an idea

I can say out loud what I'm going to write

I can say a sentence and then write it

I can re-read what I've written to check it makes sense

I can use a simple structure in my writing, e.g. beginning, middle and end

Purpose

I can choose sensible words to write my ideas or information

I can read my writing back to an adult confidently

I can discuss what I've written with others

Vocabulary

I can make some appropriate word choices from word banks, class lists and sentence openers

I can use some basic descriptive language – colour, size, simple emotions

Grammar

I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'

I can begin to punctuate sentences using a capital letter and a full stop

I can begin to punctuate sentences using a question mark or exclamation mark

I can join words and clauses using 'and'

I leave spaces between words

I know the grammar for Y1 in English Appendix 2

I can use the grammatical terminology from English Appendix 2 when I talk about my writing

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly

I can begin to form lower case letters in the correct direction, starting and finishing in the right place

I can form capital letters

I can form digits 0-9

I can understand which letters belong to which handwriting 'families' and practise these

Spelling

I can name the letters of the alphabet in order

I can use letter names to distinguish between alternative spellings of the same sound

I can spell the days of the week

I can spell most of the 100 high frequency words and the common exception words for Year 1

I can spell words using the phonemes that I know

I can use the prefix un- (where no change of the root word is needed)

I can use the suffixes -ing, -ed, -er and -est (where no change of the root word is needed)

I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words as well as -es and -s for plurals and third person singular

I can apply simple spelling rules and guidance as listed in English Appendix 1

I can write from memory simple sentences dictated by the teacher using taught GPCs and exception words

Year 1 My Maths Targets

Number & Place Value

I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

I can count, read and write numbers to 100 in numerals

I can identify one more and one less

I can identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

I can read and write numbers from 1 to 20 in digits and words

I know odd and even numbers to 20

Addition & Subtraction

I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

I can represent and use number bonds and related subtraction facts to 20

I can add and subtract one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero

I can solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations

I can solve missing number problems

Multiplication & Division

I can group and share small quantities of objects

I can count in different multiples including ones, twos, fives and tens

I can double numbers to 10

I can solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Fractions

I can recognise, find and name a half as one of two equal parts of an object, shape or quantity

I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement

I can compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)

I can compare, describe and solve practical problems for capacity/volume (full/empty, more than, less than, quarter)

I can recognise and know the value of different denominations of coins and notes

I can compare, describe and solve practical problems for mass or weight (e.g. heavy/light, heavier than, lighter than)

I can compare, describe and solve practical problems for time (quicker, slower, earlier, later)

I can measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)

I can tell the time to o' clock and half past the hour and draw hands on a clock face to show these times

I can sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening

I can recognise and use language relating to dates, including days of the week, weeks, months and years

Properties of Shape

I can recognise and name common 2-D shapes (for example, rectangles (including squares), circles and triangles)

I can recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres)

Position & Direction

I can describe position, direction and movement, including whole, half, quarter and three-quarter turns