



YEAR 1

READING CURRICULUM



YEAR 1

KNOW IT

New Learning

Prior Learning

Common Exception Words

the, a, *do*, to, today, of, *said*,
says, are, *were, was*, is, his,
has, I, *you*, your, *they, be, he, me*,
she, we, no, go, *so*, by, *my*, here,
there, where, love, *come, some*,
one, once, ask, friend, school,
put, push, pull, full, house, our.

High Frequency Words

Oh, their, people, Mr, Mrs, looked,
called, asked, could, water,
where, who, again, thought,
through, work, mouse, many,
laughed, because, different,
any, eyes, friends, once, please

Phonics

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

PHONICS

Children should be taught to blend to read words containing these structures:

Initial Code		Extended Code			
Unit 1	a, i, m, s, t	Unit 1	ae	Unit 14	u
Unit 2	n, o, p	Unit 2	ee	Unit 15	ou - spelling
		Unit 3	ea - spelling	Unit 16	s
Unit 3	b, c, g, h	Unit 4	oe	Unit 17	s - spelling
		Unit 5	o - spelling	Unit 18	l
Unit 4	d, e, f, v	Unit 6	er	Unit 19	or
		Unit 7	e	Unit 20	air
Unit 5	k, l, r, u	Unit 8	ow	Unit 21	ue
		Unit 9	ow - spelling	Unit 22	ew - spelling
Unit 6	j, w, z	Unit 10	oo (as in moon)	Unit 23	oy
		Unit 11	ie	Unit 24	ar
Unit 7	x, y, ff, ll, ss, zz	Unit 12	oo (as in book)	Unit 25	o
		Unit 13	oo - spelling	Unit 26	a - spelling
Unit 11	sh, ch, th, ck, wh, ng, qu				

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p>Children should be taught to:</p> <ul style="list-style-type: none"> respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds. recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words. read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.) read words with taught endings s, es, ing, ed, er and est. read more polysyllabic words e.g. people, because, thirteen. read words with contractions e.g. I’m, I’ll, we’ll etc. use their knowledge of root words to read other words containing suffixes e.g. looking, called etc. 	<p>Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.</p> <p>They should also have opportunities to:</p> <ul style="list-style-type: none"> become familiar with key stories, fairy stories and traditional tales. retell familiar stories and consider particular characteristics. check the text makes sense as they read and correct inaccurate reading. draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding. 	<p>Children should be given opportunities to broaden their vocabulary through:</p> <ul style="list-style-type: none"> hearing, sharing and discussing a range of high quality texts, at a level beyond that at which they can read independently. having the meaning of unfamiliar words they come across through reading, explained to them. discussing word meanings, linking new meanings to those already known. learning how language sounds in order to increase their vocabulary. discussing the effects of different words on the reader.
<ul style="list-style-type: none"> read some polysyllabic words, including compound words. bend and segment longer words with adjacent consonants e.g. swim, clap, jump. read simple captions, sentences and questions. blend taught sounds to make words. 	<p>RETRIEVAL</p> <ul style="list-style-type: none"> Find simple information from a basic text or image to answer questions such as, Where? When? Who? Sequence parts of a story in the correct order. Match events with times to show order of events. Use numbers to order and sequence simple events. Find and copy a word from the text to explain or describe something. <p>SUMMARISING</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story. Discuss the significance of the title or events. <p>INFERENCE</p> <ul style="list-style-type: none"> Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters. Predict what might happen on the basis of what has been read so far. 	<p>EXPLORE, TEACH, PRACTISE</p> <p>Children should be taught to expand their knowledge of words through:</p> <ul style="list-style-type: none"> suggesting the meaning of unknown words using picture/context clues. exploring links with known words and words with similar meanings. seeing new words in isolation and then in context to cement understanding. physicalising new words by showing it, being it or doing it, in order to develop understanding. generating word lists linked to stories, topics, synonyms etc exploring ways to remember new word meanings. learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.
<p>GRAMMAR, STRUCTURE & LAYOUT</p> <p>GRAMMATICAL FEATURES</p> <ul style="list-style-type: none"> Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures. 		

Broader Curriculum Objectives

Word Reading & Fluency

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read common exception words.
- Read polysyllabic words and contraction words.
- Re-read books to build fluency and confidence in word reading.
- Recognise and join in with predictable phrases.
- Appreciate rhymes and poems and recite some by heart.

Response to Text

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond own independent reading.
- Link what is read or heard to own experiences.
- Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.
- Participate in discussion about what we read to them, taking turns and listening to what others say.

FOUNDATIONS FOR WORD READING & FLUENCY IN RECEPTION

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the sound to spelling correspondence for the initial code.
- Read books containing initial code sounds with increasing fluency.
- Blend sounds within the initial code to read longer words.

FOUNDATIONS FOR RESPONSE TO TEXT IN RECEPTION

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly.
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Read extended code first spellings up to Unit 25.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently,

- Listen to, share and discuss a wide range of high quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Discuss word meanings, linking new meaning to ones already known.
- Check that the texts makes sense to them as they read.
- Discuss the significance or the title and events.
- Explain clearly their understanding of what is read to them.

Inference

- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Draw on what they already know or on background information or vocabulary provided.

Literal Understanding and Retrieval

FOUNDATIONS FOR LITERAL UNDERSTANDING AND RETRIEVAL - EYFS

- Listen to a shared text and answers simple questions about it.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.

Inference

FOUNDATIONS FOR INFERENCE - EYFS

- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.

APPLY IT

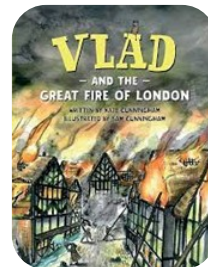
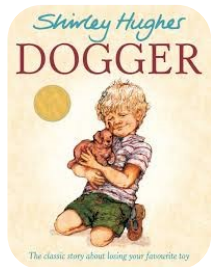
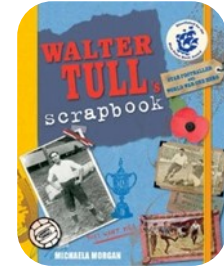
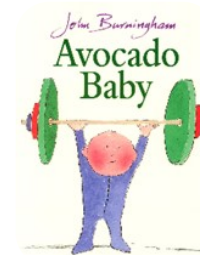
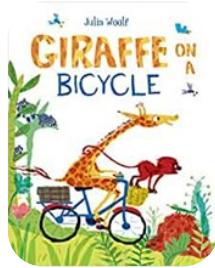
YEAR 1

Children should be able to sound out unfamiliar words containing known graphemes without undue hesitation and read many common exception words automatically and accurately, in order to develop fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their developing reading skills	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> listen to and discuss books from across the curriculum to further develop their knowledge and understanding. re-read books to build up fluency and confidence in word reading. learn some of the processes for finding out information. link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> hearing, sharing and discussing a wide range of high quality books, including poetry, stories and non-fiction. learning to appreciate rhymes and poems, and to recite some by heart. recognising and joining in with predictable phrases and patterned language within shared texts. 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say. use story props to create and discuss characters and re-tell known stories. use voice, gesture and movement when re-telling known stories or reading aloud. participate in quality shared reading to learn how to create different effects/moods when reading aloud. discuss punctuation within shared texts and learn how to respond to it.

SHARED READING TEXTS

YEAR 1



POETRY

