

Year 1 Reading Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Explorers		Castles		Africa	
Suggested Whole class reading texts	<i>Little Wandle group reading sessions</i>		<i>Little Wandle group reading sessions</i>		• Handa's Surprise - Eileen Browne • Handa's Hen – Eileen Browne • Anna Hibiscus – Atinuke • The Lion inside – Rachel Bright • We're going on a lion hunt – David Axtell • Around The World in 80 Ways – Katy Halford • Whatever Next! - Jill Murphy • The bear who stared – Duncan Beedie • The Enormous Crocodile – Roald Dahl	
Progression of skills	Word Reading • Respond quickly with the correct sound for graphemes (using phonemes taught so far) • Blend GPCs to read accurately • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • Apply phonic knowledge across the curriculum • Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies		Word Reading • Respond quickly with the correct sound for graphemes (using phonemes taught so far) • Blend GPCs to read accurately • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • Read words containing taught GPCs and ending in -s, -es and ing • Read words of more than one syllable • Apply phonic knowledge across the curriculum • Read aloud accurately books that match their phonic knowledge and books which		Word Reading • Respond quickly with the correct sound for graphemes (for all 40+ phonemes) • Blend GPCs to read accurately • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • Read words containing taught GPCs and ending in -ed, -er and est • Read words of more than one syllable • Read words with contractions and understand how apostrophes work in these words • Apply phonic knowledge across the curriculum	

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	- Re-read books to build fluency and confidence - Listen to what they are reading to hear if it makes sense	require them to use other reading strategies - Re-read books to build fluency and confidence - Re-read when they have not understood	- Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies - Re-read books to build fluency and confidence - Use the context as an aid to decoding unknown words - Use the punctuation to get meaning from the text
	Being a Reader - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Explain their understanding of what is read to them - Offer an opinion on what is read to them and listen to the opinions of others - Link what they read and hear read to their own experiences - Enjoy stories (including fairy and traditional stories), poems and rhymes - Retell a story using prompts - Join in with stories being read aloud - Discuss meanings of new words	Being a Reader - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Explain their understanding of what is read to them - Offer an opinion on what is read to them and listen to the opinions of others - Link what they read and hear read to their own experiences - Enjoy stories (including fairy and traditional stories) - Retell a story in the correct order - Join in with stories being read aloud - Enjoy poems and rhymes and recite some by heart - Discuss meanings of new words and link these to words already known	Being a Reader - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Explain their understanding of what is read to them - Offer opinions and preferences about books - Link what they read and hear read to their own experiences - Enjoy stories - Enjoy poems and rhymes and recite some by heart - Read aloud a well known story with some expression - Discuss meanings of new words and link these to words already known
	Reading Comprehension - Check that the text makes sense as they read and re-read if necessary - Use imagination to re-enact stories in a variety of ways - Discuss the title and talk about the events in a story - Predict the next part of a story	Reading Comprehension - Check that the text makes sense as they read and re-read if necessary - Use imagination to re-enact stories in a variety of ways - Identify the main characters and say what they are like - Predict the next part of a story	Reading Comprehension - Check that the text makes sense as they read and re-read if necessary - Use imagination to re-enact stories in a variety of ways - Answer questions after the end of the story - Predict the next part of a story

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	- Recall the main events in a story - Make simple inferences about characters from what they say and do - Develop understanding by linking reading to prior knowledge and/or background information	- Recall the main events in a story - Make simple inferences about characters from what they say and do - Recognise and understand the terms title, author and illustrator. - Develop understanding by linking reading to prior knowledge and/or background information	- Recall the main events in a story - Make simple inferences about characters from what they say and do - Understand that text, illustration and other features combine to give meaning - Develop understanding by linking reading to prior knowledge and/or background information
	Being a Researcher - Pose questions before reading non-fiction to find answers - Navigate a simple non-fiction text - Record information collected from simple non-fiction texts		
	Spoken Language - Tell a story or describe an incident clearly - Listen and respond appropriately to adults and peers - Take turns in a group Drama - Respond to other characters in role	Spoken Language - Retell a story or incident in which events are ordered - Listen and follow instructions accurately, asking for help or clarification if necessary - Listen to other pupils during group work Drama - Pretend to be a character, showing feelings through words and actions	Spoken Language - Read aloud clearly and use some intonation for effect - Listen with sustained concentration - Explain their thoughts to a group Drama - Take turns speaking their part in acting out familiar stories