

Individually Strong, Collectively Stronger!



The Smartest Giant in Town: The Castle the King The Castle the King The Castle the King The Castle the King The Castle the King	Year 1			Reading		
Castle Dinos	Term 6 DINOSAURS aurs and all that Rubbish: DINOSAUR LADY DINOSAUR LADY DINOSAUR	Term 5 There's a Rang Tan in my Bedroom: AUGUSTUS AND HIS SMILE	The Lighthouse Keeper's Lunch: Tadpole's Lunch:	THE CASTLE THE KING T	Term 2 The Smartest Giant in Town: There's a Lion in my	Anansi the Spider:

English lessons:

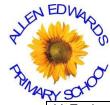
Within the Year 1 curriculum, reading and writing are integrated so that children read texts and develop reading strategies which enable them to:

- Develop background knowledge linked to a context
- Extend and immerse the children in subject specific vocabulary

Provide a purpose and meaning for writing

This is achieved through the teaching of reading objectives across a year, which are differentiated through teaching texts which become progressively more difficult as children move throughout their school journey.

- LI: To listen to and discuss a wide range of poems, stories and non-fiction beyond the level they can independently read.
- LI: To connect their own experiences to the experiences of the characters in a story.
- LI: To increase familiarity with a wide range of stories considering their particular characteristics.
- LI: To recognise and join in with repeated refrains and predictable phrases.
- LI: To develop an appreciation of rhymes and poems, learning some by heart.
- LI: To discuss word meaning by linking new meanings with words they already know.



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- LI: To draw on their previous knowledge or taught knowledge to develop understanding.
- LI: To build a clear understanding of vocabulary used in a story.
- LI: To discuss the title of a story and its significance.
- LI: To make simple inferences based on what is being said and done.
- LI: To make predictions based on what they have read.
- LI: To discuss the events of a story and their significance.
- LI: To participate in book discussions demonstrating good listening, a clear understanding of the text and talking about what has been read.
- LI: To explain what has been read to them to show understanding.

Read, Write, Inc.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Read, Write, Inc.:	Read, Write, Inc.:	Read, Write, Inc.:	Read, Write, Inc.:		Read, Write, Inc.:
Purple	Pink	Orange	Yellow	Blue	
LI: To recall and know all	LI: To recall and know all	LI: To recall and know all	LI: To recall and know all single letter graphemes, set 1		LI: To recall and know all
single letter graphemes, set	single letter graphemes, set	single letter graphemes, set	special friends, set 2 grapher	nes and the first 10 set 3	40+ phonemes, including
1 special friends and the	1 special friends and all set	1 special friends, set 2	sounds.		alternative sounds for
first 6 set 2 graphemes.	2 graphemes.	graphemes and the first 6	LI: To read words accurately by blending sounds		graphemes.
LI: To read words	LI: To read words	set 3 sounds.	containing GPCs that have been taught.		LI: To read words
accurately by blending	accurately by blending	LI: To read words	LI: To read words with -s, -es, -ing, -ed, -er and -est		accurately by blending
sounds containing GPCs	sounds containing GPCs	accurately by blending	endings.		sounds containing GPCs
that have been taught.	that have been taught.	sounds containing GPCs	LI: To read some red words (common exception words).		that have been taught.
LI: To read some red words	LI: To read words with -s, -	that have been taught.	LI: To recognise unusual corr	LI: To read words with -s, -	
(common exception words).	es, -ing, -ed, -er and -est	LI: To read words with -s, -	spellings and sounds in red words.		es, -ing, -ed, -er and -est
LI: To apply phonic	endings.	es, -ing, -ed, -er and -est	LI: To read words with contra	endings.	
knowledge and skills to	LI: To read some red words	endings.	the apostrophe shows a missing letter/s.		LI: To read some red words
decode words.	(common exception words).	LI: To read some red words	LI: To apply phonic knowledge and skills to decode words.		(common exception words).
LI: To read aloud books	LI: To recognise unusual	(common exception words).	LI: To read aloud books that are consistent with their		LI: To recognise unusual
that are consistent with	correspondences between	LI: To recognise unusual	phonic knowledge.		correspondences between
their phonic knowledge.	spellings and sounds in red	correspondences between	LI: To re-read books to build fluency and confidence in		spellings and sounds in red
LI: To re-read books to	words.	spellings and sounds in red	word reading.		words.
build fluency and	LI: To read words with	words.			LI: To read words with
confidence in word reading.	contractions.	LI: To read words with	LI: To discuss word meaning	linking new meanings with	contractions and
	LI: To apply phonic	contractions.	words they already know.		understand that the
LI: To discuss word	knowledge and skills to	LI: To apply phonic	LI: To draw on their previous	knowledge or taught	apostrophe shows a
meaning linking new	decode words.	knowledge and skills to	knowledge to develop unders		missing letter/s.
meanings with words they	LI: To read aloud books	decode words.	LI: To build a clear understan	LI: To apply phonic	
already know.	that are consistent with		story.		knowledge and skills to
	their phonic knowledge.				decode words.



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LI: To explain what has

been read to them to show

discussions.

understanding.

LI: To re-read books to build fluency and confidence in word reading.

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