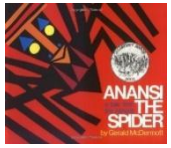
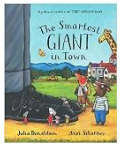
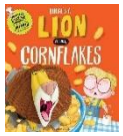
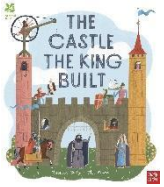
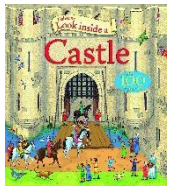
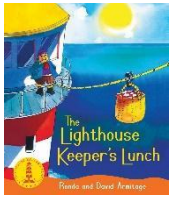
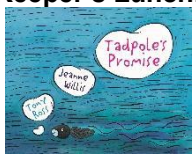
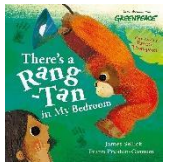
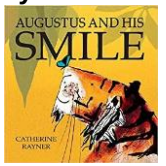
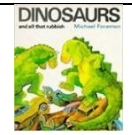
Individually Strong, Collectively Stronger!

Reading	Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 **Anansi the Spider:** **Notting Hill Carnival:**	 **The Smartest Giant in Town:**  **There's a Lion in my Cornflakes:**	 **The Castle the King Built:**  **Look Inside a Castle:**	 **The Lighthouse Keeper's Lunch:**  **Tadpole's Promise:**	 **There's a Rang Tan in my Bedroom:**  **Augustus and his Smile:**	 **Dinosaurs and all that Rubbish:** **Dinosaur Lady:** **The Dinosaur Department Store:**

<u>English lessons:</u>

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

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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 check the text makes sense by correcting inaccurate reading. 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 participate in book discussions. LI: To explain what has been read to them to show understanding.	LI: To re-read books to build fluency and confidence in word reading. LI: To discuss word meaning linking new meanings with words they already know. 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 check the text makes sense by correcting inaccurate reading. 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 participate in book discussions. LI: To explain what has been read to them to show understanding.	LI: To read aloud books that are consistent with their phonic knowledge. LI: To re-read books to build fluency and confidence in word reading. LI: To discuss word meaning linking new meanings with words they already know. 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 check the text makes sense by correcting inaccurate reading. 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 significance of the events in the story. LI: To participate in book discussions. LI: To explain what has been read to them to show understanding.	LI: To check the text makes sense by correcting inaccurate reading. LI: To make simple inferences based on what is being said and done. LI: To make predictions based on their reading. LI: To discuss the significance of the events in the story. LI: To participate in book discussions. LI: To explain what has been read to them to show understanding.	LI: To read aloud books that are consistent with their phonic knowledge. LI: To re-read books to build fluency and confidence in word reading. LI: To discuss word meaning linking new meanings with words they already know. 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 check the text makes sense by correcting inaccurate reading. LI: To make simple inferences based on what is being said and done. LI: To make predictions based on their reading. LI: To discuss the significance of the events in the story. LI: To participate in book discussions. LI: To explain what has been read to them to show understanding.