

English Reading Curriculum Map for Year 1

Updated 27.4.22

	<b>Autumn Term</b> Theme: - UK Countries (Traditional Tales)  - Guy Fawkes	<b>Spring Term</b> Theme: -Comparing Lives of Monarchs and Population ie. E 1 <sup>st</sup> + 2nd; Victoria (history) -Great Fire of London (History)	<b>Summer Term</b> Theme: - Local Area Study - Plants + The Environment
Focus Whole Class Teaching Texts	-My Island - S Demasse-Pottier + S S Ratanavanh -Jack and the Beanstalk - trad tale -Jim and the Beanstalk - R Briggs -Poems to Perform - J Donaldson -A great Big Cuddle - M Rosen -[age appropriate poetry collections]	-Winter Sleep - S Taylor + A Morss -Diary of Samuel Pepys -The Great Fire of London -E Adams -The Great Fire of London - S Davidson -The Paperbag Princess - R Munsch -Princess Smartypants - B Cole	-A Story about Afiya-J Berry -Tibble and Grandpa - W Meddour + D Egneus -Every Child a song - N Davies + M Martin -Dear Greenpeace - S James -The Snail and the Whale - J Donaldson
<b>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</b>			
Decoding/ Word Reading + Fluency and Phrasing	-Begin Phase 5 learning new graphemes ay – u_e; -Read alternative pronunciations for i to er + ch; -practise reading words with adjacent consonants and polysyllabic words -learn to recognise/read Phase 5 High Frequency Words - read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words -(fluency) recite some familiar complete rhymes and songs by heart and recognise and join in with predictable phrases;	-read alternative pronunciation for a; y; ou; e; ey; -practise reading words with adjacent consonants and polysyllabic words -continue to learn to recognise/ read Phase 5 High Frequency Words - say or sing the alphabet in sequence; -accurately read aloud books consistent with their phonic knowledge...begin to apply phonic decoding skills to books containing exceptions to phonic rules: drawing on other sources of textual information to support phonic knowledge attempts - read aloud, checking that it 'sounds right' and that the text makes sense to them; -re-read books to gain confidence with word reading	- apply phonic decoding skills to books containing exceptions to phonic rules: drawing on other sources of textual information to support phonic knowledge attempts, such as context and syntax -with support, notice sentence punctuation -increase reading stamina by increasing page count of books set to read - practise reading words with adjacent consonants and polysyllabic words - sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills - read on sight the CE words for Y1; - read aloud, checking that it 'sounds right' and that the text makes sense to them and attempting self-correction accordingly
Literal Understanding + Retrieval	-use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;	- continue to use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;	-explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions

	<p>-with modelling and support, talks about a book title and how it could relate to the events in the text and use to make simple predictions of possible plot events and character actions</p> <p>-talk about simple understanding of poems – how does the vocabulary make you have different pictures in your mind?</p>	<p>-start to talk about a book title and how it relates to the events in the text and use to make simple predictions of possible plot events and character actions</p>	<p>-with confidence, talk about a book title and how it relates to the events in the text and use to make simple predictions of possible plot events and character actions</p>
Inferential Reading Skills	<p>-Begin to discuss the significance of the title and events -begin to make simple inferences when a book is read to them</p> <p>-With modelling and support, start to discuss word meanings, linking new meanings to those already known by drawing on what they already know or on background information and vocabulary</p>	<p>-begin to predict what might happen next in a sequenced story, based on what has been read so far;</p> <p>-begin to discuss word meanings, linking new meanings to those already known - they draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>- begin to explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>- discuss word meanings, linking new meanings to those already known - they draw on what they already know or on background information and vocabulary provided by the teacher.</p>
Response to text	<p>-listen to, share and discuss a wide range of high-quality poetry, picture and story books, which are beyond those they can read by themselves, to nurture a love of reading;</p> <p>- listen to and discuss <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i>;</p> <p>-talk about words they know or like and how they make them feel;</p> <p>- can <i>discuss the significance of the title or events</i>;</p> <p>-be encouraged to <i>appreciate</i> poems and rhymes,</p> <p>-be given opportunities to begin to express reasons for preferences.</p>	<p>-continue to listen to, share and discuss a wide range of high-quality information, picture and story books, which are beyond those they can read by themselves, to nurture a love of reading</p> <p>- with modelling and support, start to find information in non-fiction texts (use of contents page; glossary etc)</p> <p>-with modelling and support, start to participate in discussion about the text, <i>taking turns and listening to others</i>;</p> <p>-with support, starts to draw links between the text and some of their own experiences;</p>	<p>-continue to listen to, share and discuss a wide range of high-quality information, picture and story books, which are beyond those they can read by themselves, to nurture a love of reading</p> <p>-can discuss the significance of the title or events;</p> <p>-can identify language used by author with ideas about their intentions, ie. Persuasion</p> <p>-to participate in discussion about the text, <i>taking turns and listening to others</i></p> <p>- draw links between the text and some of their own experiences;</p>
NC for English: Reading	<p>Speedily read all 40+ letters/groups for 40+ phonemes; Read accurately by blending taught GPC; Read common exception words; Read common suffixes (-s, -es, -ing, -ed, etc.); Read multi-syllable words containing taught GPCs; Read contractions and understanding use of apostrophe; Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; Recognising and joining in with predictable phrases; Learning to appreciate rhymes and poems, and to recite some by heart; Drawing on what they already know or on background information and vocabulary provided by the teacher; Checking that the text makes sense to them as they read and correcting inaccurate reading; Discussing the significance of the title and</p>		

	events; Making inferences on the basis of what is being said and done; Predicting what might happen on the basis of what has been read so far; Explain clearly their understanding of what is read to them
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