Year 1
Reading
Breadth of Study

St. Stephen's School and Children's Centre — Learning for life

Autumn	Spring	Summer
Decoding		
Read some common exception words (Year 1 Spellings)	Read most common exception words (Year 1 Spellings)	Read all common exception words (Year 1 Spellings)
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than two syllables that contain the same GPCs	Read and recognise alternative sounds for different graphemes. Reading words with two or more syllables that contain the same GPCs.
Read aloud, accurately and independently phonic scheme books (oxford owl reading tree) that are consistent with their developing phonic knowledge. Using phonetic knowledge to sound out unfamiliar words.	Read aloud, accurately and independently phonic scheme books (oxford owl reading tree) that are consistent with their developing phonic knowledge. Read most words quickly and fluently with overt sounding / blending. Sound out many unfamiliar words	Read aloud, accurately and independently phonic scheme books (oxford owl reading tree) and chapter books that are consistent with their developing phonic knowledge. Read most words quickly and fluently with overt sounding / blending. Sound out unfamiliar words Read most words containing common suffixes.
Begin to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Read words with contractions [for example, shouldn't, couldn't, wouldn't], and understand that the apostrophe represents the omitted letter(s)	Read words with contractions confidently [for example, she'll, he'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Learning to appreciate poetry and recite some by heart e.g. "The Three Little Pigs."	Learning to appreciate poetry and recite some by heart e.g. "Please Mrs Butler."	Learning to appreciate poetry/rhymes and recite some by heart
Comprehension		
1b identify/explain key aspects of fiction and non-fiction texts, such as title, author, illustrator, front cover, blurb.	1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	1b identify/explain key aspects of fiction and non-fiction texts, such as titles, headings/ subheadings, illustrations etc.
Checking the text makes sense as they read and self-correct mistakes.	Checking the text makes sense as they read and self-correct mistakes.	Checking the text makes sense as they read and self-correct mistakes.
Explaining clearly their understanding of what is read to them, referring back to pictures where appropriate. Retell known stories and core book texts.	Explaining clearly their understanding of what is read to them and what they read themselves, referring back to pictures and key words where appropriate. Retell known stories and core book texts, incorporating ambitious vocabulary.	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Retell known stories and core book texts, incorporating ambitious vocabulary.
Discuss word meanings and linking new meanings to words already known.	Discuss word meanings and linking new meanings to words already known.	Discuss word meanings and linking new meanings to words already known.

Discuss images from "Pobble" and core book texts. Pick out key information from an image to answer a question, e.g. "Where is the tree?" "The tree is in the dark, spooky forest."	Discuss images from "Pobble" and core book texts. Pick out key information from an image to answer a question. Read simple comprehension questions and answer Yes/ No retrieval questions based on images and texts, e.g. The bear is falling down the hill. Yes/ No.	Discuss images from "Pobble" alongside simple texts/ pages from core book texts. Pick out key information from the text to answer simple retrieval questions in a sentence. Read simple comprehension questions and answer Yes/ No retrieval questions based on images and texts, e.g. The bear is falling down the hill. Yes/ No.
Answer simple retrieval questions orally and through single word answers.	Discuss and write answers to simple retrieval questions based on known texts.	Discuss and write full sentence answers to simple retrieval questions based on short new/ unseen texts.
Discuss the key messages, lessons and morals from a text, e.g. Be kind or include others.	Discuss the key messages, lessons and morals from a text, e.g. Be kind or include others.	Discuss the key messages, lessons and morals from a text, e.g. Be kind or include others.

Inference

1d Make inference from the text **10- 35%** Making inferences from the core textbooks or Pobble images based on what they can see, what texts say, what characters do/ say, e.g. "I can tell is Birt is upset because he stamps his feet."	1d Make inference from the text **10- 35%** Making inferences from the core textbooks or Pobble images based on what they can see, what texts say, what characters do/ say, e.g. "I can tell is Birt is upset because he stamps his feet."	1d Make inference from the text **10- 35%** Making inferences from the core textbooks or Pobble images based on what they can see, what texts say, what characters do/ say and begin to write full sentence answers to inference questions.
1c identify and explain the sequence of events in texts **0-8%** Predicting what might happen from what has been read so far and sequencing the story. Making predictions based on an image from Pobble/ core book.	1c identify and explain the sequence of events in texts **0-8%** Predicting what might happen from what has been read so far and sequencing the story. Making predictions based on an image from Pobble/ core book and write simple "I predict..." sentences.	1c identify and explain the sequence of events in texts **0-8%** Predicting what might happen from what has been read so far and sequencing the story. Making predictions based on an image from Pobble/ core book and write sentences in response to a question.

Language For Effect

1a. Draw on knowledge of vocabulary to understand texts **3-20%** Linking their own experiences to their reading and using these to help understand the text.	1a. Draw on knowledge of vocabulary to understand texts **3-20%** Linking their own experiences to their reading and using these to help understand the text.	1a. Draw on knowledge of vocabulary to understand texts **3-20%** Linking their own experiences to their reading and using these to help understand the text.

Prediction

1e predict what might happen on the basis of what has been read so far **0-5%**	1e predict what might happen on the basis of what has been read so far **0-5%**	1e predict what might happen on the basis of what has been read so far **0-5%**
Understanding the particular characteristics of fairy tales and traditional stories	Understanding the particular characteristics of fairy tales and traditional stories	Understanding the particular characteristics of fairy tales and traditional stories
Discussing the significance of the title and events	Discussing the significance of the title and events. Discuss the significance of non-fiction texts – layout, subheadings, captions etc	Discussing the significance of the title and events. Discuss the significance of non-fiction texts – layout, subheadings, captions etc

Consolidate Learning End Of Half Term Quiz/ Book Discussion.

Chn to distinguish between fiction & non-fiction books. **Quiz - Weekly comprehension tests.** **Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary.**	Chn to distinguish between poems, stories & non-fiction, **Quiz - Weekly comprehension tests.** **Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, like & dislike.**	Chn to discuss a range of literature - poems, stories & non-fiction and to link what they read or hear read to their own experience. **Quiz - Weekly comprehension tests.** **Key Vocab - title, context page, page number, glossary fiction,**

		non-fiction, real, imaginary, rhyme, prediction, like, dislike.

More Able

Unicef Articles	
Article 31	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.
Article 17	Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need.