

Year One

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding & Word Reading (300-600 words)	<p>Use phonic knowledge to decode words.</p> <p>Read common words using phonic knowledge, where possible.</p> <p>Read phonetically decodable texts.</p> <p>Begin to read words ending with -es and -er.</p>	<p>Read words of more than one syllable that contain taught GPCs.</p>	<p>Know which parts of words can be decoded using phonics.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Divide words into syllables, e.g. pocket, rabbit, carrot, thunder and sunset.</p>	<p>Read words with familiar endings, e.g. -s, -es, -ing, ed, -er, -est.</p> <p>Read words which have the prefix -un added.</p> <p>Confidently read phonetically decodable texts.</p>	<p>Hear and recognise all 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes.</p> <p>Identify all 40+ graphemes in my reading.</p>	<p>Know that's words that have omitted letters and that an apostrophe represents the omitted letters, e.g. I'm, I'll, We'll.</p> <p>Find contractions in my reading.</p> <p>Read words with contractions.</p> <p>Read compound words, e.g. football, playground, farmyard, bedroom.</p>
	<p>A Year One reader will engage in reading by:</p> <ul style="list-style-type: none"> • Accurately blending sounds in unfamiliar words using the GPCs they know; • Reading the common exception words for Y1; • Accurately reading books aloud that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words; • Re-reading books to gain confidence with word reading; page count increases to encourage reading stamina. 					

<p>Fluency & Phrasing (70 wpm)* <i>*Reading speeds are approximate guides to average words per minute and pace of reading is only one indicator of fluency.</i></p>	<p>Recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat.</p> <p>Recognise and join in with predictable phrases.</p> <p>Say, or sing, the alphabet in sequence.</p>		<p>Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>		<p>Read on sight the common exception words for Year One.</p> <p>Read aloud, checking that it 'sounds right' and that the text makes sense to them.</p> <p>With support, notice sentence punctuation when reading aloud.</p>	
<p>Literal Understanding & Retrieval* <i>*See Appendix One 'Understanding Retrieval' for further guidance on how to teach skills to support successful retrieval.</i></p>	<p>Use picture clues to support understanding.</p> <p>Identify the characters in a story.</p> <p>Recognise a character's feelings.</p>	<p>Use pictures clues to deepen understanding.</p> <p>Say why a character has a feeling.</p>	<p>Use prior knowledge to understand texts.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Make predictions based on events in the story.</p>	<p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Give an opinion about a character.</p> <p>Know that stories can have similar characters.</p>	<p>Discuss the meaning of unfamiliar words with others.</p> <p>Know that stories can have similar patterns of events.</p> <p>Answer retrieval questions about a book.</p> <p>Understand that a writer can leave gaps for the reader to fill.</p>	<p>Make links to other stories.</p> <p>Make links with characters in other stories.</p> <p>Use information from the story to support an opinion.</p> <p>Answer questions which fill the gaps in the story (inference).</p>
<p>In addition to using visual literacy, a Year One reader will learn to:</p> <ul style="list-style-type: none"> • Use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; • Talk about the title and how it relates to the events 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 						

	<p>characters, places and events;</p> <ul style="list-style-type: none"> Retrieve answers to simple literal who, what, where, when, which, who and how questions. 					
<p>Response To Text*</p> <p>*Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express and opinion.</p>	<p>Know that there are different types of books.</p> <p>Find the title, author and the illustrator of a book.</p> <p>Know some familiar stories.</p>	<p>Know the difference between a story book and an information book.</p> <p>Recognise familiar story language.</p>	<p>Say what I like or dislike about a book.</p> <p>Listen to others' ideas about a book.</p> <p>Find familiar story language in stories read aloud to me or ones I have read independently.</p> <p>Recognise rhyming language.</p>	<p>Say if a story reminds me of another story or something that I have experienced.</p> <p>Retell key stories orally using narrative language.</p>	<p>Say whether I agree or disagree with others' ideas.</p> <p>Recognise repeated or patterned language.</p> <p>Recognise patterned language in the poems and rhymes I know.</p>	<p>Say why I agree or disagree with others' ideas.</p> <p>Know some poems and rhymes by heart.</p>
	<p>A Year One reader will develop pleasure in reading, motivation to read, and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; Listening to new words in texts read aloud to them, which broaden their vocabulary; Talking about words they know or like; Participating in discussions about what is read to them, taking turns and listening to what others say; Becoming very familiar with key stories, fairy stories and tradition tales, retelling them and considering their particular characteristics; Drawing links between the text and some of their own experiences; Discussing the significance of the title or events; Learning to appreciate poems and rhymes, beginning to express reasons for preferences. 					

<p>Inferential Reading Skills</p> <p><i>*See Appendix Two 'Progression Of Inferential Reading' for further guidance.</i></p>	<p>Discuss the significance of the title and events in books.</p> <p>Make simple inferences when a book is read to them e.g. how each of the bears felt when they discovered Goldilocks or why the title 'Upside Down' might be suitable for an information text about bats.</p>	<p>Predict what might happen next in a sequenced story based on what has been read so far.</p> <p>Begin to explain their understanding of what is read to them, beyond that which is explicitly stated.</p>	<p>Explain their understanding of what is read to them, beyond that which is explicitly stated.</p>
<p>A Year One reader will develop their inference skills by:</p> <ul style="list-style-type: none"> • Discussing word meanings; • Linking new meanings to those already known; • Draw on what they already know or on background information and vocabulary provided by the teacher. 			
<p>Stimuli</p> <p><i>*See Appendix Three: Text Map for other linked texts.</i></p>	<p><u>Childhood (History)</u></p> <p><u>Linked Text:</u> Wilfrid Gordon McDonald Partridge</p>	<p><u>Bright Lights, Big City (Geography)</u></p> <p><u>Linked Text:</u> Topsy and Tim Visit London</p>	<p><u>School Days (History)</u></p> <p><u>Linked Text:</u> Whiffy Wilson: The Wolf Who Wouldn't Go To School</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • letter • word • sentence • phoneme • grapheme • diagraph • trigraph • contraction • compound word • syllables • decoding 		