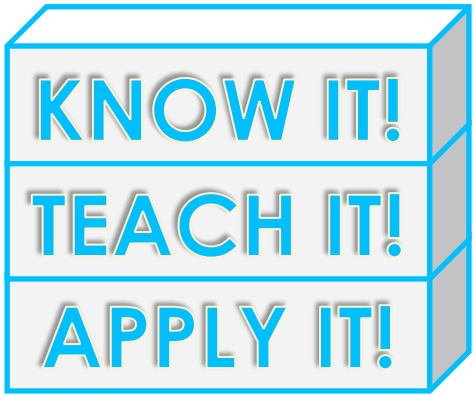
# Year 1

# Reading Curriculum



# YEAR 1
# KNOW IT

New Learning | Prior Learning

## Common Exception Words

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

## High Frequency Words

Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

## Phonics

Our school follows the Read, Write, Inc programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

Read, Write, Inc.

# YEAR 1 KNOW IT

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## PHONICS-RECEPTION PRIOR LEARNING

Children should be taught to blend to read words containing Set 1-Set 2 sounds

### Set 1 Sounds

Children will be taught the sounds in this order:

m, a, s, d, t, i, n, p, g,

o, c, k, u, b, f, e, l, h,

sh, r, j, v, y, w, th, z, ch,

qu, x, ng, nk

### Set 2 Sounds

ay, ee, igh, ow, oo, oo,

ar, or, air, ir, ou, oy

## PHONICS - YEAR 1 - RE-CAP SET 1 AND 2

### Set 2 Sounds

ay, ee, igh, ow, oo, oo,

ar, or, air, ir, ou, oy

## PHONICS - YEAR 1 NEW LEARNING

Children should be taught to blend to read words containing Set 1-Set 3 sounds.

### Set 3 Sounds

ea, oi, a_e, i_e, o_e,

u_e, aw, are, ur, er, ow,

ai, oa, ew, ire, ear, ure,

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# TEACH IT

## YEAR 1

## DECODING & WORD RECOGNITION

**Children should be taught to:**

- respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds.
- recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words.
- read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.)
- read words with taught endings s, es, ing, ed, er and est.
- read more polysyllabic words e.g. people, because, thirteen.
- read words with contractions e.g. I'm, I'll, we'll etc.
- use their knowledge of root words to read other words containing suffixes e.g. looking, called etc.

- read some polysyllabic words, including compound words.
- bend and segment longer words with adjacent consonants e.g. swim, clap, jump.
- read simple captions, sentences and questions.
- blend taught sounds to make words.

## GRAMMAR, STRUCTURE & LAYOUT

### GRAMMATICAL FEATURES

- Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures.

## COMPREHENSION

**Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.**

**They should also have opportunities to:**

- become familiar with key stories, fairy stories and traditional tales.
- retell familiar stories and consider particular characteristics.
- check the text makes sense as they read and correct inaccurate reading.
- draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.

### RETRIEVAL

- Find simple information from a basic text or image to answer questions such as, Where? When? Who?
- Sequence parts of a story in the correct order.
- Match events with times to show order of events.
- Use numbers to order and sequence simple events.
- Find and copy a word from the text to explain or describe something.

### SUMMARISING

- Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story.
- Discuss the significance of the title or events.

### INFERENCE

- Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters.
- Predict what might happen on the basis of what has been read so far.

## VOCABULARY

**Children should be given opportunities to broaden their vocabulary through:**

- hearing, sharing and discussing a range of high quality texts, at a level beyond that at which they can read independently.
- having the meaning of unfamiliar words they come across through reading, explained to them.
- discussing word meanings, linking new meanings to those already known.
- learning how language sounds in order to increase their vocabulary.
- discussing the effects of different words on the reader.

### EXPLORE, TEACH, PRACTISE

**Children should be taught to expand their knowledge of words through:**

- suggesting the meaning of unknown words using picture/context clues.
- exploring links with known words and words with similar meanings.
- seeing new words in isolation and then in context to cement understanding.
- physicalising new words by showing it, being it or doing it, in order to develop understanding.
- generating word lists linked to stories, topics, synonyms etc
- exploring ways to remember new word meanings.
- learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.

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# Year 1: Progression in Core Reading Skills

YEAR 1

## Broader Curriculum Objectives

### Word Reading & Fluency

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read common exception words.
- Read polysyllabic words and contraction words.
- Re-read books to build fluency and confidence in word reading.
- Recognise and join in with predictable phrases.
- Appreciate rhymes and poems and recite some by heart.
- Check that the text makes sense to them as they read and correct inaccurate reading.

### Response to Text

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond own independent reading.
- Link what is read or heard to own experiences.
- Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.
- Participate in discussion about what us read to them, taking turns and listening to what others say.

### FOUNDATIONS FOR WORD READING & FLUENCY IN RECEPTION

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the sound to spelling correspondence for Set 1 Sounds
- Read books containing Set 1 sounds with increasing fluency.
- Blend sounds within Set 1 to read longer words.
- Re-read shared texts and stories to develop fluency and understanding.
- Develop a bank of words that can be read with automaticity including own name, classroom labels, other words in the environment.
- Anticipate and join in with repeated refrains using language from the text.

### FOUNDATIONS FOR RESPONSE TO TEXT IN RECEPTION

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly .
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.
- Know how the pictures relate to the story.
- Point to parts of the text in answer to question.
- Make comments about what they have heard being read.

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Learn Set 2 and Set 3 sounds securely.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Read words as a connected text.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

- Listen to, share and discuss a wide range of high quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

New Learning | Prior Learning

# Year 1: Progression in Core Reading Skills

YEAR 1

## Broader Curriculum Objectives

| Literal Understanding and Retrieval | Inference |
|---|---|
| • Discuss word meanings, linking new meaning to ones already known.<br>• Check that the texts makes sense to them as they read.<br>• Discuss the significance or the title and events.<br>• Explain clearly their understanding of what is read to them. | • Make inferences on the basis of what is being said and done.<br>• Predict what might happen on the basis of what has been read so far.<br>• Draw on what they already know or on background information or vocabulary provided. |

## Literal Understanding and Retrieval

**FOUNDATIONS FOR LITERAL UNDERSTANDING AND RETRIEVAL - EYFS**

- Listen to a shared text and answers simple questions about it.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
- Recognise and read their name.
- Recognise, point to, or find and read aloud words and phrases that they have learned.
- Retell familiar stories using new and existing vocabulary.

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.

## Inference

**FOUNDATIONS FOR INFERENCE - EYFS**

- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple predictions
- Make links between events/characters within the stories that they read and their own lives or other know texts.

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

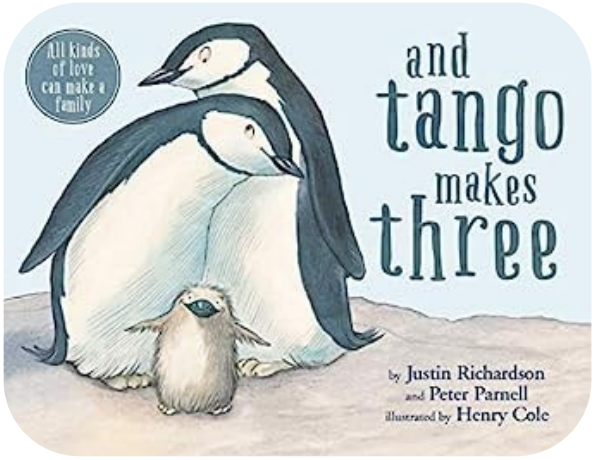
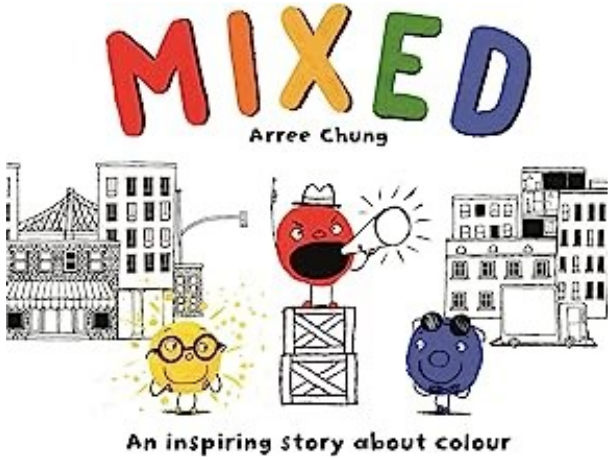
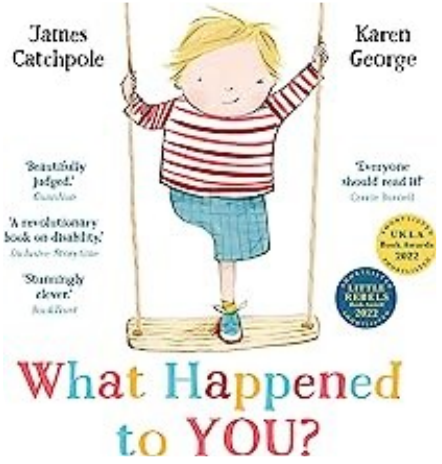
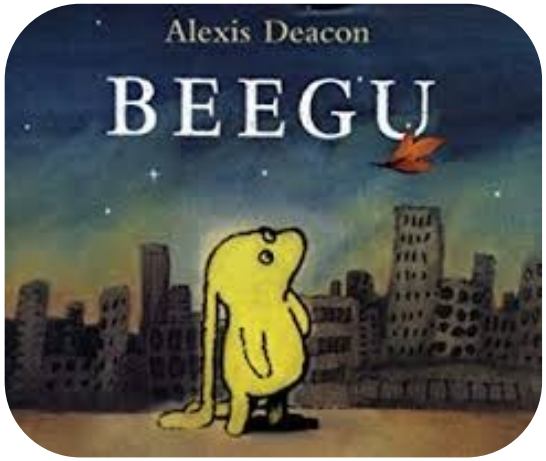
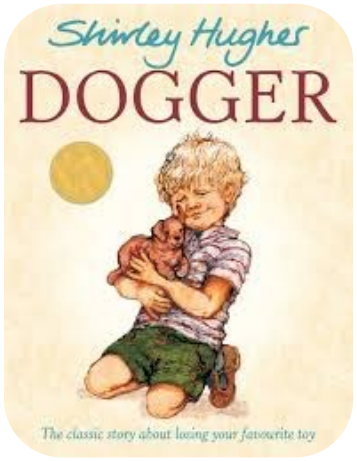
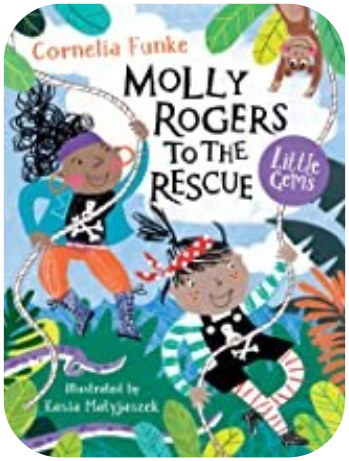
New Learning | Prior Learning

# APPLY IT

## YEAR 1

Children should be able to sound out unfamiliar words containing known graphemes without undue hesitation and read many common exception words automatically and accurately, in order to develop fluency and comprehension.

| READING FOR PURPOSE | READING FOR PLEASURE | READING FOR/WITH AN AUDIENCE |
|---|---|---|
| Children should use their developing reading skills to: | Children should develop a love of reading through: | Children should be given opportunity to: |
| • listen to and discuss books from across the curriculum to further develop their knowledge and understanding.<br>• re-read books to build up fluency and confidence in word reading.<br>• learn some of the processes for finding out information.<br>• link what they read or hear read to their own experiences. | • hearing, sharing and discussing a wide range of high quality books, including poetry, stories and non-fiction.<br>• learning to appreciate rhymes and poems, and to recite some by heart.<br>• recognising and joining in with predictable phrases and patterned language within sha\red texts. | • participate in discussion about what is read to them, taking turns and listening to what others say.<br>• use story props to create and discuss characters and re-tell known stories.<br>• use voice, gesture and movement when re-telling known stories or reading aloud.<br>• participate in quality shared reading to learn how to create different effects/moods when reading aloud.<br>• discuss punctuation within shared texts and learn how to respond to it. |

# CLASS READS

## YEAR 1