



Reading Curriculum – Year 1

<u>Archaic Text</u>	<u>Non-linear Time Sequences</u>	<u>Narratively Complex</u>	<u>Complexity of Plot/Symbolic Text</u>	<u>Resistant Text</u>
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
Where the Wild Things Are – Maurice Sendak	The Stinky Cheese Man and Other Fairly Stupid Tales-Jon Scieszka	Mog stories- Judith Kerr What the lady bird heard-Julia Donaldson Everywhere Bear- Julia Donaldson	Owl Babies – Martin Waddell The Tiger who came to Tea- Judith Kerr A Crocodile under the bed- Judith Kerr Slug Needs a Hug – Jeanne Willis Guess how much I love you? – Sam McBratney	Charlie Cook’s Favourite Book-Julia Donaldson

National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> Children become very familiar with key stories and retelling them. They explain clearly their understanding of what is read to them. Answer simple questions about characters, setting and key events in a story. Identify and discuss the setting and names of the characters in a story. Retell a story read or heard, using props. Sequence pictures for the 	<ul style="list-style-type: none"> Children recognise and join in with predictable phrases. They discuss word meanings and link new meanings to those already known. To recognise vocabulary associated with different genres. Discuss word meanings, linking to new meanings to those already known. They recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> Children participate in discussion about what is read to them, taking turns and listening to what others say. They learn to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction. To take turns and listen to what others say. 	<ul style="list-style-type: none"> Children clearly explain their understanding of what is read to them and predict what might happen on the basis of what has been read so far. Discuss the significance of the title and events, making inferences on the basis of what is being said and done. Predict whether a book will be story or non-fiction based upon the cover and title. To also predict what might happen based on what has been read so far. 	<ul style="list-style-type: none"> Children become very familiar with key stories, fairy stories, and traditional tales. They also consider these particular characteristics. They understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter line. To identify the title, blurb and author of a story or non-fiction book, and in turn discuss the significance of the title.

beginning, middle and end of a story read.	<ul style="list-style-type: none"> • Capture and apply new vocabulary in writing. 	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases. • Read with some intonation and expression. 	<ul style="list-style-type: none"> • To make links to personal experiences and make inferences about character types based on their action. 	<ul style="list-style-type: none"> • Recognise some typical characters and settings of fairy stories and traditional tales. Understand the difference between fiction and non-fiction. • Begin to describe the overall structure of a story, e.g. being about to answer: 'What is the problem in the story?'
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In year 1, the focus for reading is through the Read, Write, Inc scheme. However, during daily whole class story sessions, children will focus on the following objectives as a whole class. Class reading journals will be used to capture discussions and children develop comprehension skills.

Teachers read the class text daily however they can select other texts for reading lessons.

Autumn 1

Wk	Text	Concepts	Objectives
1	The Tiger who came to Tea – Judith Kerr	Retrieval - Summarising	Becoming very familiar with key stories and retelling them, and explaining clearly their understanding of what is read to them. Identify and discuss the setting and names of the characters in the story.
2	The Tiger who came to Tea – Judith Kerr	Retrieval - Sequencing	Sequence pictures for the beginning, middle and end of a story read. Sequence events from a story and explain reasons for this choice.
3	The Tiger who came to Tea – Judith Kerr	Retrieval - Retelling	Retell story read or heard, or parts of a story using props. Use pictures to sequence the beginning, middle and end of a story read.
4	A Crocodile under the bed- Judith Kerr	Retrieval - sequencing	Sequence pictures for the beginning, middle and end of a story read. Sequence events from a story and explain reasons for this choice.
5	A Crocodile under the bed- Judith Kerr	Retrieval - Retelling	Retell story read or heard, or parts of a story using props. Use pictures to sequence the beginning, middle and end of a story read.
6	Mog and the Vet	Vocabulary - Identify	To recognise vocabulary and meaning
7	Mog and the Vet	Developing Fluency and Performance	Learning to and discussing a wide range of poems, stories and non-fiction Retell a range of fairy stories

Autumn 2

Wk	Text	Concepts	Objectives
1	Mog The Forgetful Cat- Judith Kerr	Retrieval - Locational Questions	Children listen to stories and accurately anticipate key events. They respond to what they hear with relevant comments. They start to ask relevant questions about a story.
2	Mog The Forgetful Cat- Judith Kerr	Retrieval - retelling	Children become very familiar with key stories and retelling them.
3	Katinka's Tail- Judith Kerr	Inference- prediction	Predict whether a book will be a story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far
4	Katinka's Tail- Judith Kerr	Use of function of structural organisers- non-fiction	Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title
5	Judith Kerr	Reading for pleasure- author study	Read for a range of purposes Reading a variety of fairy stories and traditional tales Recommending books they have read to their peers
6	Mog's Christmas- Judith Kerr	Vocabulary- the meaning of words	Discuss word meanings, linking new meanings to those already known
7	Mog's Christmas- Judith Kerr	Developing fluency and performance	Read age-appropriate texts such as key stories, fairy stories and traditional tales Listen to a wide range of poems, stories and non-fiction

Spring 1

Wk	Text	Key Focus	Objectives
1	What the lady bird heard- Julia Donaldson	Inference-identifying evidence to support opinion	Talk about what happens and why these things occur Make links to personal experiences
2	What the lady bird heard- Julia Donaldson	Inference-characterisation	Explore characters through roleplay and drama Make inferences about character types based on actions, e.g. infer stock character types (good/bad/evil/hero etc.) based upon their actions
3	Charlie Cook's Favourite Book- Julia Donaldson	Inference-asking and answering questions	From listening to stories, accurately anticipate key events and respond to what they hear with relevant comments Start to ask and answer relevant detective questions about a story
4	Charlie Cook's Favourite Book- Julia Donaldson	Vocabulary-intended impact on the reader	Recognise and join in with predictable phrases
5	Guess how much I love you?- Sam McBratney	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation
6	Review week		

Spring 2

Wk	Text	Key Focus	Objectives
1	Everywhere Bear- Julia Donaldson	Inference-asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.
2	Julia Donaldson	Reading for pleasure-author study	Read for a range of purposes Reading a variety of fairy stories and traditional tales Recommending books they have read to their peers
3	Slug Needs a Hug – Jeanne Willis	Vocabulary-recognise how language is linked to audience and purpose	Capture and apply new vocabulary
4	Slug Needs a Hug – Jeanne Willis	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation Read most words quickly and accurately without overt sounding and blending
5	Slug Needs a Hug – Jeanne Willis	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation Read most words quickly and accurately without overt sounding and blending
6	Review		

Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction linked to text type	Use of function of structural organisers/text featured Non-fiction	Exposure to simple non-fiction texts Identify the title, blurb and author of the book Discuss the significance of the title Discuss similarities and differences
2	Review texts already covered	Use of function of structural organisers/text features-poetry	Read short poems and nursery rhymes Identify rhyming words, stanzas and titles Listen to similarities and differences
3		Use of function of structural organisers/text features-fiction	Read fiction texts that are structured in different ways. Identify structural organisers Discuss the effectiveness of different structures/presentations Discuss similarities and differences
4	Where the Wild Things Are – Maurice Sendak	Vocabulary- compare and contrast	Begin to identify similar and repeated language which occurs in more than one story, e.g. once upon a time.
5	Where the Wild Things Are – Maurice Sendak	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation Read most words quickly and accurately without overt sounding and blending
6	<p style="text-align: center;">Review</p> <p style="text-align: center;">Review texts already covered Identify and discuss similarities and differences Identify, compare and contrast features of a range of fiction genres e.g. contemporary, traditional and poetry</p>		

Summer 2

Wk	Text	Concept	Objectives
1	Owl Babies – Martin Waddell	Compare and contrast-making links	Link reading to personal experiences Begin to discuss the events in stories
2	Owl Babies – Martin Waddell	Reviewing and performing-debating	Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) Take turns and listen to what others say
3	Martin Waddell	Reading for pleasure-author study	Read for a range of purposes Reading a variety of fairy stories and traditional tales Recommending books they have read to their peers
4	Farmer Duck- Martin Waddell	Vocabulary	Full review of Y1 vocabulary
5	Farmer Duck- Martin Waddell	Developing fluency and performance	Reciting a poem or rhyme with some intonation and expression
6	Farmer Duck- Martin Waddell	Retrieval - Locational Questions	Children listen to stories and accurately anticipate key events. They respond to what they hear with relevant comments. They start to ask relevant questions about a story or non-fiction text.
7	Farmer Duck- Martin Waddell	Retrieval - Note Making Skills	Makes notes for presentations for different audiences