

Sequence	To begin to be aware of the way stories are structured. To follow a story without pictures or props.	Can you order these parts of the story? What happened first, next...?
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Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	-Phonics teaching, using Letters and Sounds that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily high frequency words, precision folders -Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. -Storytelling, songs and rhymes
Common Exception Words/ HFW	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	-Hear questions being asked to children throughout reading both whole class and individual.
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	

Text			
Fiction		Non-fiction	
Three Little Pigs Dear Zoo Room on the Broom The Enormous Turnip Dear Mum – Oxford Reading Tree Train Journey Tiger Who Came to Tea Wolf's Pancake	Beegu by Alexis Deacon (Literacy Shed Unit)  The Deep Dark Wood by Algy Craig Hall and Ali Pye (Literacy Shed Unit)  Dog's don't do ballet by Anna Kemp (Literacy Shed Unit)		I have the right to be a child by Alain Serres  The Book of Bees by Piotr Socha and Wojciech Graikowski  Great Women Who Worked Wonders by Kate Pankhurst
		Poetry	
		The Puffin Book of Fantastic First Poems by June Crebbin  A Great Big Cuddle: Poems for the Very Young by Michael Rosen and Chris Riddell  Perfectly Peculiar Pets by	

	<p>Mrs Mole, I'm Home by Jarvis (Literacy Shed Unit)</p> <p>Rapunzel by Igloo Books (Literacy Shed Unit)</p> <p>Storm Whale by Benji Davis (Literacy Shed Unit)</p>		<p>The Great Fire of London (Beginning History) by Liz Gogerly</p> <p>Comprehension Ninja</p>		<p>Elli Woollard and Anja Boretzki</p> <p>Poems about Festivals by Brian Moses, Kristina Swarner &amp; Various Poets</p>
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Year 1		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>Daily individual reading</p> <p>Daily story time through class reader</p>
Connecting and becoming familiar with texts	<p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognise and join in with predictable phrases</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p>	
Non Fiction	<p>To discuss features and layout.</p>	
Poetry and Performance	<p>learning to appreciate rhymes and poems, and to recite some by heart</p>	
		Question Stems

Vocabulary	discussing word meanings, linking new meanings to those already known	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
Inference	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did.....happen?</li> <li>• Why did.....say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>
Prediction	predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
Explanation		<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
Retrieval	To develop their knowledge of retrieval through images.	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did.....happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>
Sequence	To retell familiar stories orally To sequence the events of a story they are familiar with	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after.....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Sequence the key events in the story</li> </ul>