

**Literacy - Reading**  
**Autumn Spring Summer All Terms**

**Early Learning Goals**

**National Curriculum**

Development Matters	LANGUAGE children will encounter	WHAT OPPORTUNITY? (When? Why?)	WHAT PROVISION? (What? Where?)	WHAT EXPERIENCE? (How? Purpose?)	ELG: Reading	English Year 1
<ul style="list-style-type: none"> <li>Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	Letter, list, story, front cover, back cover, author, illustrator	Daily story to introduce children to new language and reinforce previous language. Through this story session, children will develop a love of books and stories.	At the end of each day 2 groups of children will go the key worker rooms and have a story which links where possible to the vocabulary and concepts being taught. See story overview.	Children will have a daily story. Questions will be asked based on our progression in language framework to deepen understanding and to improve communication skills. Previous and new vocabulary will be reinforced when the opportunity arises.	Children at the expected level of development will: <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b><u>Reading Comprehension</u></b>            Using the school's approach to the teaching of WCR and the school's reading for pleasure agenda, Yr1 pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>
	See vocabulary identified from stories on the medium term plan.	Friday afternoon library session to introduce children to the book of the week.	Children will visit the nursery library to select a book to take home. As part of the session, children will be introduced to the story for the following week.	Children will be introduced to new vocabulary from the story. Three words will be identified and explained in more detail using props, drawing and discussion. The words will be displayed in the classroom throughout the week and referred to by everyone working in it.		

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<ul style="list-style-type: none"> <li>Understand the five key concepts about print:</li> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p>See vocabulary identified from stories on the medium term plan.</p>	<p>Continuous provision activities linked to the story of the week to reinforce story language and to immerse children in the story.</p>	<p>Carefully planned continuous provision activities linking to the story of the week.</p>	<p>Children will access continuous provision activities which link back to the story of the week to support with remembering the story and deepening their understanding of some of the concepts in it.</p>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> </ul>
<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:</li> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Listen, hear, quiet, noisy, rhyme, sound</p>	<p>Daily phonics sessions to support the development of listening skills.</p>	<p>Letters and Sounds Phase 1 teaching programme, progressing to RWI activities once the children have developed good listening skills and can hear sounds in words. Children will be grouped by ability to ensure that specific needs are being met.</p>	<p>Letters and sounds activities will be taught in short 20 minute sessions. Phase One activities are arranged under the following seven aspects.</p> <ul style="list-style-type: none"> <li>Aspect 1: General sound discrimination – environmental sounds</li> <li>Aspect 2: General sound discrimination – instrumental sounds</li> <li>Aspect 3: General sound discrimination – body percussion</li> <li>Aspect 4: Rhythm and rhyme</li> <li>Aspect 5: Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>

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			<p>An attempt will be made to keep the groups smaller for those children who struggle to listen.</p>	<ul style="list-style-type: none"> <li>■ Aspect 6: Voice sounds</li> <li>■ Aspect 7: Oral blending and segmenting</li> </ul> <p>Each aspect is divided into three strands.</p> <ul style="list-style-type: none"> <li>■ Tuning into sounds (auditory discrimination)</li> <li>■ Listening and remembering sounds (auditory memory and sequencing)</li> <li>■ Talking about sounds (developing vocabulary and language comprehension).</li> </ul> <p>Sessions will be very practical and interactive to encourage the children's participation.</p> <p>Activities within the seven aspects are designed to help children:</p> <ol style="list-style-type: none"> <li>1. listen attentively;</li> <li>2. enlarge their vocabulary;</li> <li>3. speak confidently to adults and other children;</li> <li>4. discriminate phonemes;</li> <li>5. reproduce audibly the phonemes they hear, in order, all through the word;</li> <li>6. use sound-talk to segment words into phonemes.</li> </ol>	<p style="text-align: center;"><b><u>Word Reading</u></b></p> <p>Using RWI and the school's approach to the teaching of WCR, Yr1 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading</li> </ul>

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				Any children with listening and attention difficulties will take part in our Time to Talk or Talk Boost programmes as deemed necessary.
<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:</li> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>	Beats, syllables	Daily lining up to support regular practice of clapping syllables.	Morning routine	Each child's name will be clapped to line them up ready to move on to the areas of provision. Children will copy the names and the clapping. As children progress through the year surnames will be added to challenge the children further.
	Sound, Fred talk, blend, word, sentence, full stop, capital letter	RWI sessions for those children ready to learn letter sounds.	Sound cards, Fred, object bags, magnetic boards and magnetic letters, green words	Children will be taught a new letter sound each day using the Read Write Inc approach. These letter sounds will also be sent home to be practised. They will also practise their oral blending skills. Once they know a number of sounds they will make simple words using the magnetic boards and practise their sound blending using the green word cards. Children will practise their blending skills at home using our blending books. Once children can blend independently they will get a reading book to bring home. When children know all set 1 sounds they will then progress on to set 2 sounds.