

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"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	Sounds, blend, digraph,	Daily RWI sessions in ability groups to ensure that every child is being taught according to their needs.	Sound cards, Fred, object bags, magnetic boards and magnetic letters, green words, RWI books.	Based on the outcomes of their RWI assessments, children will be grouped by ability across the reception year group. Children will be taught according to their specific reading needs. Groupings will remain flexible and any child making additional progress will move groups to ensure that their reading needs are met.	Children at the expected level of development will: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<u>Reading Comprehension</u> 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: <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 being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases
	Red word, tricky word	Home learning to support the work being done in school.	Word cards, reading books matched to the children’s reading ability.	Children will take home sound cards, blending books, reading books and word cards according to their ability to be practiced at home. A diary will be used to communicate between home and school and books will be changed weekly.		

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					<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

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English Year 1

Word Reading

Using RWI and the school's approach to the teaching of WCR, Yr1 pupils will be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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.