Year 1 Autumn

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| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Recognise and join in predictable phrases * Listen to and discuss a range of non-fiction texts * Predict what might happen based on what has been read so far * Make simple predictions based on the story and own life experiences * Link what they read or hear with their own experiences * Answer a question about what just happened in a story * Sequence the events of a story they are familiar with * Become very familiar with key stories, retelling them and considering their particular characteristics * Begin to make links between speaking and listening, reading and writing * Retrieve information by finding a few key words * Explain clearly their understanding of what has been read * Draw what they already know or on background information and vocabulary provided by the teacher | | * Use vocabulary given by the teacher * Discuss word meanings and link new meanings to those already known | |  |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Apply phonic knowledge to decode words * Read accurately by blending taught GPCs * Read common exception words * Read aloud phonically decodable texts * Read pseudo words with accuracy, including vowel digraphs and trigraphs * Use phrasing within reading such as ‘once upon a time’, as modelled by the teacher * Attend to punctuation when reading, as modelled by the teacher * Refer to texts read previously * Track texts with eyes (pace of reading should not be dictated by finger reading) * Read common suffixes (e.g. -s, -es, -ing, -ed, -est) | * Appreciate rhymes and poems and recite some by heart * Participate in discussion about what is read to them; take turns and listen to what others’ say * Retell familiar stories * Explain clearly their understanding of what is read to them * Begin to explain these ideas verbally or through pictures | | * Listen to discuss a wide range of poems, stories and non-fiction texts at a level beyond those that they can read independently | |

Year 1 Spring

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| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Become very familiar with key stories, retelling them and considering their particular characteristics * Recognise and join in predictable phrases * Draw what they already know or on background information and vocabulary provided by the teacher * Listen to and discuss a range of non-fiction texts * Predict what might happen based on what has been read so far * Make simple predictions based on the story and own life experiences * Link what they read or hear with their own experiences * Explain clearly their understanding of what has been read * Answer a question about what just happened in a story * Retrieve information by finding a few key words * Sequence the events of a story they are familiar with * Begin to make links between speaking and listening, reading and writing * Recognise characters, events, titles and information * Recognise differences between fiction and non-fiction texts * Infer basic points with direct reference to the pictures and words within the text * Discuss the significance of the title and events * Check that the text makes sense to them as they read and correct accurate reading | | * Discuss word meanings and link new meanings to those already known * Use vocabulary given by the teacher | |  |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Apply phonic knowledge to decode words * Read accurately by blending taught GPCs * Read common exception words * Read common suffixes (e.g. -s, -es, -ing, -ed, -est) * Read aloud phonically decodable texts * Read pseudo words with accuracy, including vowel digraphs and trigraphs * Use phrasing within reading such as ‘once upon a time’, as modelled by the teacher * Attend to punctuation when reading, as modelled by the teacher * Refer to texts read previously * Track texts with eyes (pace of reading should not be dictated by finger reading) * Read multisyllabic words containing taught GPCs * Read common contractions (I’m, can’t we’ll) and know what apostrophes represent omitted letters * Respond with the correct sound for graphemes for all 40+ phonemes (including alternative sounds) | * Appreciate rhymes and poems and recite some by heart * Participate in discussion about what is read to them; take turns and listen to what others’ say * Explain clearly their understanding of what is read to them * Begin to explain these ideas verbally or through pictures * Retell familiar stories * Give my opinion including likes and dislikes | | * Listen to discuss a wide range of poems, stories and non-fiction texts at a level beyond those that they can read independently | |

Year 1 Summer

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| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Become very familiar with key stories, retelling them and considering their particular characteristics * Recognise and join in predictable phrases * Draw what they already know or on background information and vocabulary provided by the teacher * Check that the text makes sense to them as they read and correct accurate reading * Listen to and discuss a range of non-fiction texts * Infer basic points with direct reference to the pictures and words within the text * Discuss the significance of the title and events * Predict what might happen based on what has been read so far * Make simple predictions based on the story and own life experiences * Link what they read or hear with their own experiences * Explain clearly their understanding of what has been read * Answer a question about what just happened in a story * Recognise characters, events, titles and information * Recognise differences between fiction and non-fiction texts * Retrieve information by finding a few key words * Sequence the events of a story they are familiar with * Begin to make links between speaking and listening, reading and writing * Make basic inferences about characters feelings by using what they say as evidence | | * Discuss word meanings and link new meanings to those already known * Use vocabulary given by the teacher | |  |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Apply phonic knowledge to decode words * Respond with the correct sound for graphemes for all 40+ phonemes (including alternative sounds) * Read accurately by blending taught GPCs * Read common exception words * Read common suffixes (e.g. -s, -es, -ing, -ed, -est) * Read multisyllabic words containing taught GPCs * Read common contractions (I’m, can’t we’ll) and know that apostrophes represent omitted letters * Read aloud phonically decodable texts * Read pseudo words with accuracy, including vowel digraphs and trigraphs * Use phrasing within reading such as ‘once upon a time’, as modelled by the teacher * Attend to punctuation when reading, as modelled by the teacher * Refer to texts read previously * Track texts with eyes (pace of reading should not be dictated by finger reading) | * Appreciate rhymes and poems and recite some by heart * Participate in discussion about what is read to them; take turns and listen to what others’ say * Explain clearly their understanding of what is read to them * Begin to explain these ideas verbally or through pictures * Give my opinion including likes and dislikes * Retell familiar stories * Begin to discuss how events in stories are linked | | * Listen to discuss a wide range of poems, stories and non-fiction texts at a level beyond those that they can read independently | |