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
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| **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
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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
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| **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
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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
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| **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
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