

Reading curriculum Jan 2019 - **DRAFT/UNDER REVIEW**

		Autumn		Spring		Summer	
Year 1		1- Recounts and Instructions	2- Information Texts	1- Fairy tales	2- Cumulative Stories	1- Poetry and Word Play	2- Author Study
1	<b>Word recognition and decoding strategies; reading for meaning</b>	<p>Recounts and Instructions</p> <p>Begins to blend phonemes in order to decode words containing short vowels and simple consonant digraphs</p> <p>Recognises simple consonant digraphs in reading</p> <p>Reads about 30 of the first 100 high frequency words</p>	<p>Blends phonemes in order to decode words containing short vowels and simple consonant digraphs</p> <p>Recognises simple consonant digraphs in reading</p> <p>Reads about 50 of the first 100 high frequency words</p>	<p>Reads most of the first 100 high frequency words</p> <p>Applies knowledge of phonics to confirm or attempt new words while reading</p> <p>Blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts</p> <p>Reads with increasing pace and expression</p>	<p>Applies knowledge of phonics to confirm or attempt new words while reading</p> <p>Blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts</p> <p>Follows print with eyes only, finger pointing only at points of difficulty</p> <p>Begins to use an awareness of character and repetitive dialogue to read with some expression</p>	<p>Applies knowledge of phonics and letter strings to confirm or attempt new words while reading</p> <p>Blends and segments words and applies this skill when reading unfamiliar texts</p> <p>Reads with appropriate pace, expression and pays attention to any punctuation</p>	<p>Applies knowledge of phonics to confirm or attempt new words while reading</p> <p>Blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts</p> <p>Follows print with eyes only, finger pointing only at points of difficulty</p> <p>Begins to use an awareness of character and repetitive dialogue to read with some expression</p>
2	<b>Select information and references from texts to talk about content, ideas and themes:</b>	<p>Finds key information in a non-fiction text</p> <p>Understands the purpose of diagrams in instructions</p> <p>Recalls some significant information from texts read</p>	<p>Selects key information and talks about the content of a text</p>	<p>Identifies the main characters in a story and talks about an event that happens in the story</p> <p>Identifies aspects they like</p>	<p>Relates story settings and incidents to own experience</p> <p>Recalls some significant events in known stories</p>	<p>Finds key information such as pattern and rhyme and begins to quote from texts</p> <p>Recalls main ideas from poems read</p>	<p>Relates story settings and incidents to own experience</p> <p>Recalls some significant events in known stories</p>

3	<b>Literal, inferential and interpretative skills:</b>	Makes comments about the content that shows understanding of the topic Interprets simple instructions	Answers questions about what an information text is about Locates key information to answer basic questions	Recognises main characters and typical characteristics, for example, good and bad characters in traditional tales Identifies the goal or motive of the main character and talk about how it moves the plot on with prompting; Knows which character is speaking in a story	Talks about and gives reasons for why things happen and what might happen because of a character's actions. Makes comments about the illustrations that shows understanding of the events or characters Predicts what might happen next in a story e.g. from studying the illustrations, hearing a part of the story, recognising the structure	Refers to the text to identify genre features Identifies what rhymes and poems are about Comments on preferences for poetry	Talks about and gives reasons for why things happen and what might happen because of a character's actions. Makes comments about the illustrations that shows understanding of the events or characters Predicts what might happen next in a story e.g. from studying the illustrations, hearing a part of the story, recognising the structure
4	<b>Knowing how texts work:</b>	Recognises ways to create emphasis in non-fiction text <i>e.g. heading, bold print, bullet points</i>	Identifies non-fiction texts from a random selection of books Knows where to locate contents, index and glossary Some awareness of text features such as heading, label, diagram	Knows that stories have a beginning, middle and end	Recognises a cumulative or days of the week structure in stories read Identifies key themes and give reasons for events in stories, selecting relevant information from the text. Recognises ways to create emphasis in text <i>e.g. capitalisation, bold or large print</i>	Can distinguish a rhyming text Can identify patterns and structure Uses correct terminology when referring to books; cover, illustration, page, contents	Recognises a cumulative or days of the week structure in stories read Identifies key themes and give reasons for events in stories, selecting relevant information from the text. Recognises ways to create emphasis in text <i>e.g. capitalisation, bold or large print</i>
5	<b>Comment and explain writers' language choices, including literary features and imagery</b>	Begins to understand which sentences are typical of recount and instructions. Begins to understand the importance of verbs in instructions	Begins to notice how specific words are used to tell the reader about a topic	Begins to notice how words are used e.g. repetitive refrains and rhyme, story language	Retells narratives in the correct sequence drawing on language patterns of stories	Can give examples of language use such as repetition, rhymes	Retells narratives in the correct sequence drawing on language patterns of stories

6	<b>Recognise and comment on writers' purposes and viewpoints, including impact on the reader:</b>	Understands the purpose of instructions Understands the purpose of factual recounts	Knows what a non-fiction text is about from perusal Gives a view on usefulness of text in providing answers to questions	Knows that traditional and fairy stories usually contain good and bad characters	Discuss the main events in a story, express opinions about events and characters Makes simple comments about the content linked to own interests	Comments on likes and dislikes in poetry and gives reasons	Discuss the main events in a story, express opinions about events and characters Makes simple comments about the content linked to own interests
7	<b>Relate texts to different contexts and traditions e.g. social, historical and cultural, for example:</b>	Uses terms fiction and non-fiction when discussing texts and the purposes for reading them	N/A	Knows that traditional and fairy stories have been around for a long time.	Recognises familiar character types in new stories	Understands that poems can have a rhyming structure	Recognises familiar character types in new stories
8	<b>Grammar knowledge</b>	Knows some regular plurals	Identifies some regular plurals	Recognises some irregular plurals Recognises the use of the past tense	Recognises contraction words when reading Can identify words using common plural endings	Identifies rhyming words Recognises and understands the purpose of verb endings	Recognises contraction words when reading Can identify words using common plural endings