

# English Reading Skills and Coverage – Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Texts Covered in English Units:</u></b>                      Lost and Found                      Up and Down                      The Naughty Bus</p>	<p><b><u>Texts Covered in English Units:</u></b>                      Harvey Slumfenburger’s                      Christmas Present                      Usborne’s Big Machines                      Transport poetry</p>	<p><b><u>Texts Covered in English Units:</u></b>                      Rapunzel                      Jam Sandwich instructions                      London Bridge rhyme</p>	<p><b><u>Texts Covered in English Units:</u></b>                      Rumpelstiltskin                      Hansel and Gretel</p>	<p><b><u>Texts Covered in English Units:</u></b>                      Oliver’s Vegetables                      Handa’s surprise                      Food around the world non-fiction texts.                      Tongue twister poetry.</p>	<p><b><u>Texts Covered in English Units:</u></b>                      No Bot                      Daffodils - Wordsworth                      The Works Key Stage 1 by Pie Corbett</p>
<p><b><u>Genres Covered:</u></b>                      Stories by the same author.                      Fantasy stories                      Non chronological reports- news.                      Range of non-fiction texts- penguin booklets.</p>	<p><b><u>Genres Covered:</u></b>                      Repetitive patterned stories.                      Poems on a theme- transport.                      Range of non-fiction texts.</p>	<p><b><u>Genres Covered:</u></b>                      Traditional tales                      Instructions                      Traditional rhymes</p>	<p><b><u>Genres Covered:</u></b>                      Stories by the same author                      Recounts of familiar events- diary.</p>	<p><b><u>Genres Covered:</u></b>                      Stories with repetitive patterns                      Stories from other cultures                      Poems on a theme- tongue twisters.</p>	<p><b><u>Genres Covered:</u></b>                      Fantasy stories                      Poems to learn by heart.</p>
<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Making predictions based on what has been read so far.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Relate texts to own experiences.</li> <li>• Retell familiar stories in a range of contexts</li> <li>• Make basic inferences about what is being said and done.</li> <li>• Introduce and discuss key vocabulary, linking meanings of words to those already known.</li> <li>• Activate prior knowledge e.g. <i>what do you know about this animal?</i></li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i></li> </ul>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Make predictions based on what has been read so far.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Make personal reading choices and explain reasons for their choice.</li> <li>• Re-tell familiar stories in a range of contexts e.g. <i>small world, role play, and storytelling.</i></li> <li>• Make basic inferences about what is being said and done.</li> <li>• Listen to a range of poems at a level beyond that at which they can read independently.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Use patterns and repetition to support oral retelling.</li> </ul>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Listen to a range of stories at a level beyond that at which they can read independently.</li> <li>• Identifying and discuss the main events in stories</li> <li>• Identifying and discuss the main characters in stories</li> <li>• Recognising and join in with language patterns and repetition</li> <li>• Use patterns and repetition to support oral retelling</li> <li>• Introducing and discussing key vocabulary</li> <li>• Making predictions based on what has been read so far</li> <li>• Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i></li> <li>• Introduce and discuss key vocabulary, linking meanings of words to those already known.</li> <li>• Activate prior knowledge e.g. <i>what do you know about this animal?</i></li> </ul>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Making predictions based on what has been read so far.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Relate texts to own experiences.</li> <li>• Retell familiar stories in a range of contexts</li> <li>• Make basic inferences about what is being said and done.</li> </ul>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Make predictions based on what has been read so far.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Make personal reading choices and explain reasons for their choice.</li> <li>• Re-tell familiar stories in a range of contexts e.g. <i>small world, role play, and storytelling.</i></li> <li>• Make basic inferences about what is being said and done.</li> <li>• Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Relate texts to own experiences.</li> <li>• Introduce and discuss key vocabulary.</li> <li>• Make basic inferences about what is being said and done.</li> </ul>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Listening to a range of fantasy texts at a level beyond that at which they can read independently.</li> <li>• Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i></li> <li>• Identifying and discuss the main events in stories</li> <li>• Identifying and discuss the main characters in stories</li> <li>• Relating texts to own experiences</li> <li>• Making predictions based on what has been read so far</li> <li>• Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how</li> <li>• Spilt two and three syllable words into the separate syllables to support blending for reading.</li> <li>• Read words with contractions e.g. <i>I’m, I’ll,</i></li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> <li>• Introduce and discuss key vocabulary</li> <li>• Read appropriate books aloud accurately</li> <li>• Blend sounds in unfamiliar words.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Activate prior knowledge e.g. What do you know about the Fire of London?</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Listen to what others say and take turns.</li> <li>• Locate parts of the text that give particular information</li> <li>• Demonstrate understanding of texts by answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i></li> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</li> <li>• Listen to a range of poems at a level beyond that at which they can read independently.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Make personal reading choices and explain reasons for choices.</li> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Listen to what others say.</li> </ul>		<ul style="list-style-type: none"> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>• Listen to a range of poems at a level beyond at which they can read independently.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>we'll</i> and understand that the apostrophe represents the omitted letter.</li> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Develop fluency, accuracy and confidence by re-reading books.</li> <li>• Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Introduce and discuss key vocabulary.</li> <li>• Give opinions and support with reasons.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>
<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>