

# Reading Curriculum Map

## Year 1

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text for Guided Reading Lessons</b>	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics
<b>Linked Text(s) for Guided Reading Lessons</b> Fiction Poetry Non-fiction	Read 47 sounds (all Set 1 and Set 2 sounds)  Read Purple Storybooks	Read 52 sounds (first 5 Set 3 sounds)  Read Pink Storybooks	Read 58 sounds (11 Set 3 sounds)  Read Orange Storybooks	Read 64 sounds (17 Set 3 sounds)  Read Yellow Storybooks	Read 69 sounds (22 Set 3 sounds)  Read Yellow Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes)  Read Blue Storybooks
<b>Key Text(s) for Reading for Pleasure</b>  Picture Books Graphic Novels	The Midnight Fair – Gideon Sterer  How to Catch a Star – Oliver Jeffers	Can I Build Another Me? – Shinsuke Yoshitake  After the Storm – Nick Butterworth	Gorilla – Anthony Browne  Beegu – Alexis Deacon	The Giving Tree - Shel Silverstein  Lost and Found - Oliver Jeffers	The Queen's Hat – Steve Anthony  A Bear Called Paddington – Michael Bond	The Ugly Five – Julia Donaldson  The Three Little Wolves and the Big Bad Pig – Eugene Trivizas
By the Summer Term						
<b>Word Reading</b>	Blend sounds in unfamiliar words using the CGPs (grapheme -phoneme correspondence) Respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes Read common exception words, noting unusual correspondence between spelling and sound and where these occur Read words containing: -s, -es, -ing, -er and -est endings Read words with contractions e.g. I'm, I'll, we'll Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently Re-read texts to build up fluency and confidence in word reading (70+ words a minute)					

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### Comprehension

- Demonstrate a pleasure in reading and a motivation to read
- Link what they have read or heard read to their own experiences
- Listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently
- Retell familiar stories in increasing detail and sequence events
- Recite simple poems by heart using appropriate intonation to make the meaning clear
- Discuss word meaning and link new meanings to those already known
- Check that a text makes sense to them as they read and self-correct, applying phonic strategies to correct inaccuracies
- Demonstrate an understanding of poetry, stories and non-fiction that has been read or listened to, through discussion of key ideas and information
- Use recurring literary language when joining in with stories and poetry
- Predict what might happen on the basis of what has been read so far
- Begin to make simple inferences
- Discuss the significance of titles and events
- Recognise that non-fiction books can be structured in different ways
- Join in discussions about a text, take turns and listen to what others say