



# YEAR 1

# READING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



Sponsored by



COMMON EXCEPTION WORDS

the, a, *do*, to, today,  
of, *said*, says, are,  
*were, was*, is, his,  
has, I, *you*, your,  
*they, be, he, me, she,*  
*we*, no, go, *so*, by, *my*,  
here, *there*, where,  
love, *come, some,*  
*one*, once, ask,  
friend, school, put,  
push, pull, full,  
house, our.

# YEAR 1

## KNOW IT

New Learning

Prior Learning

SET 1

m, a, s, d, t

i, n, p, g, o

c, k, u, b

f, e, l, h, sh

r, j, v, y, w

th, z, ch, qu, x, ng, nk

SET 2

ay, ee, igh

ow, oo, oo

ar, or, air

ir, ou, oy

SET 3

ea, oi

a-e, i-e, o-e, u-e

aw, are, ur, er

ow, ai, oa, ew

ire, ear, ure

High Frequency Words	New Graphemes for Reading	Known graphemes– common alternative pronunciations
Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please	ay (day); ie (tie); oy (boy); ou (out); ea (eat); ir (girl); ue (blue); wh (when); ew (new); au (Paul); aw (saw); ph (photo); oe (toe); a_e (make); e_e (these); i_e (like); o_e (home); u_e (rule)	i-fin/find; o-hot/cold; c- cat/cent; g- got/giant; ow-cow/blow; ie- tie/field; ea-eat/bread; er-farmer/ her; a-hat/what; y-yes/by/very; ch- chin/school/chef; ou-out/ shoulder/could/you

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds.</li> <li>recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words.</li> <li>read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.)</li> <li>read words with taught endings s, es, ing, ed, er and est.</li> <li>read more polysyllabic words e.g. people, because, thirteen.</li> <li>read words with contractions e.g. I'm, I'll, we'll etc</li> <li>use their knowledge of root words to read other words containing suffixes e.g. looking, called etc</li> </ul>	<p><b>Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.</b></p> <p><b>They should also have opportunities to:</b></p> <ul style="list-style-type: none"> <li>become familiar with key stories, fairy stories and traditional tales.</li> <li>retell familiar stories and consider particular characteristics.</li> <li>check the text makes sense as they read and correct inaccurate reading.</li> <li>draw upon what they already know, background information and new vocabulary provided by the teacher,</li> </ul>	<p><b>Children should be given opportunities to broaden their vocabulary through:</b></p> <ul style="list-style-type: none"> <li>hearing, sharing and discussing a range of high quality texts, at a level beyond that at which they can read independently.</li> <li>having the meaning of unfamiliar words they come across through reading, explained to them.</li> <li>discussing word meanings, linking new meanings to those already known.</li> <li>learning how language sounds in order to increase their vocabulary.</li> <li>discussing the effects of different words on the reader.</li> </ul>
<ul style="list-style-type: none"> <li>read some polysyllabic words, including compound words.</li> <li>bend and segment longer words with adjacent consonants e.g. swim, clap, jump.</li> <li>read simple captions, sentences and questions.</li> <li>blend taught sounds to make words.</li> </ul>	<p><b>RETRIEVAL</b></p> <ul style="list-style-type: none"> <li>Find simple information from a basic text or image to answer questions such as, Where? When? Who?</li> <li>Sequence parts of a story in the correct order.</li> <li>Match events with times to show order of events.</li> <li>Use numbers to order and sequence simple events.</li> <li>Find and copy a word from the text to explain or describe something.</li> </ul> <p><b>SUMMARISING</b></p> <ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story.</li> <li>Discuss the significance of the title or events.</li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters.</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>	<p><b>EXPLORE, TEACH, PRACTISE</b></p> <p><b>Children should be taught to expand their knowledge of words through:</b></p> <ul style="list-style-type: none"> <li>suggesting the meaning of unknown words using picture/context clues.</li> <li>exploring links with known words and words with similar meanings.</li> <li>seeing new words in isolation and then in context to cement understanding.</li> <li>physicalising new words by showing it, being it or doing it, in order to develop understanding.</li> <li>generating word lists linked to stories, topics, synonyms etc</li> <li>exploring ways to remember new word meanings.</li> <li>learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.</li> </ul>
<p><b>GRAMMAR, STRUCTURE &amp; LAYOUT</b></p> <p><b>GRAMMATICAL FEATURES</b></p> <ul style="list-style-type: none"> <li>Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures.</li> </ul>		

# APPLY IT

YEAR 1

Children should be able to sound out unfamiliar words containing known graphemes without undue hesitation and read many common exception words automatically and accurately, in order to develop fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their developing reading skills to: <ul style="list-style-type: none"> <li>listen to and discuss books from across the curriculum to further develop their knowledge and understanding.</li> <li>re-read books to build up fluency and confidence in word reading.</li> <li>learn some of the processes for finding out information.</li> <li>link what they read or hear read to their own experiences.</li> </ul>	Children should develop a love of reading through: <ul style="list-style-type: none"> <li>hearing, sharing and discussing a wide range of high quality books, including poetry, stories and non-fiction.</li> <li>learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>recognising and joining in with predictable phrases and patterned language within shared texts.</li> </ul>	Children should be given opportunity to: <ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>use story props to create and discuss characters and re-tell known stories.</li> <li>use voice, gesture and movement when re-telling known stories or reading aloud.</li> <li>participate in quality shared reading to learn how to create different effects/moods when reading aloud.</li> <li>discuss punctuation within shared texts and learn how to respond to it.</li> </ul>

## OUR YEAR 1 READING SPINE-HIGH QUALITY LITERATURE

Children should have the opportunity to share and read a range of high quality texts to extend their vocabulary and share their love of reading. The following texts are suggested for this year group.

