

Year One Reading Curriculum

Enjoy		Decode / Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
Define Draw on knowledge of vocabulary to understand texts.		Retrieve Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.		Sequence Identify and explain the sequence of events in texts.	Infer Make inferences about the text		Predict Predict what might happen on the basis of what has been read so far.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
		Autumn 1			Autumn 2		
Fiction		a) Use a variety of cues when reading; knowledge of the story and its context and awareness of how it should make sense grammatically. b) Understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was...she lived in a little...he replied...' c) Read stories with predictable and repeated patterns and experiments with similar patterns.			h) Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme. i) Retrieve basic information about a character using pictures and simple language. j) Re-enact stories in a variety of ways, e.g. through role play, using dolls or puppets.		
Non-fiction		d) Explore and understand the difference between fiction and non-fiction and distinguish features of each. e) Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.			k) Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures. l) Read and note basic features of simple instructional texts e.g. recipes.		
Poetry		f) Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words and patterns. g) Explore acrostic poems noting the structure and the theme.			m) Identify and appreciate rhyme and alliteration in poetry. n) Join in with class rhymes and poems.		

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		Spring 1			Spring 2		
Fiction		a) Locate and read significant parts of the text, e/g/ picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll...', 'You can't catch me I'm the Gingerbread man...' b) Identify and record some key features of story language from a range of stories, and practice reading and using them.			g) Identify and discuss a range of story themes, collect and compare. h) Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.		
Non-fiction		c) Use some simple processes for finding out information. d) Read a variety of recount texts noting perspective e.g. first person.			i) Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.		
Poetry		e) Link themes in poetry to their own experiences. f) Explore shape poems / calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape.			j) Gather word collections and identify simple repeating patterns describing the effect. K) Perform in unison, following the rhythm of the poem and keeping time.		

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Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
		Summer 1			Summer 2		
Fiction		a) Describe story settings and incidents and relate them to their own experiences and that of others. b) Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes. c) Identify descriptive language e.g. adjectives.			h) Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. i) Discuss how characters are described in the text; and compare characters from different stories. j) Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays.		
Non-fiction		d) Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. e) Discuss merits and limitations of particular instructional texts and compare with others to give overall evaluation.			k) Identify simple questions and use text to find answers. l) Locate parts of text that give particular information including labelled diagrams and charts.		
Poetry		f) Collect class and individual favourite poems for class anthologies, participate in reading aloud. g) Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light hearted.			m) Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation. n) Recite some poems in an audible voice by heart performing to others, taking account of punctuation.		