



Year 1 Reading Overview

		Our community		Our World		Our Impact	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 1 1	Topic	It's my life	This is our school	Royal Patrons – Story of Elizabeth and Victoria	We are united	King of the Castle	Beside the Seaside
	Talk through stories	• Dogger • Billy's Bucket • The Squirrel who Squabbled	• I am Nefertiti • Owl Babies • One Snowy Night	• The Giant Jam Sandwich • Six Dinner Sid • Sonya's Chickens	• On the Way Home • Lost and Found • Missing Richmond	• Billy and the Dragon • Zog • George and the Dragon	• The Rainbow Fish • Leo and the Octopus • Tiddler
	Applying Phonics	I know when to use phonic knowledge to decode words. I read common words using phonic knowledge, where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts.		I know which parts of words can be decoded using phonics. I blend sounds in unfamiliar words based on known GPCs. I read words with familiar endings - s, es, ing, ed, er, est. I read words which have the prefix -un added. I read phonically decodable texts, with confidence. I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.		I hear and recognise all 40+ phonemes. I match all 40+ graphemes to their phonemes (Phase 3). I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letters. I read words with contractions. I find contractions in my reading.	
	Reading with fluency and understanding	I use picture clues to support my understanding. I use picture cues to deepen my understanding. I identify the characters in a story. I say why a character has a feeling. I recognise a character's feelings.		I use prior knowledge to understand texts. I identify unfamiliar words and ask about meaning. I use the context to make informed guesses about the meaning of unfamiliar words. I make predictions based on the events in the story. I give an opinion about a character. I know that stories can have similar characters.		I discuss the meaning of unfamiliar words with others. I know that stories can have similar patterns of events. I make links to other stories. I make links with characters in other stories. I can answer retrieval questions about a book. I use information from the story to support my opinion. I understand that a writer can leave gaps for the reader to fill.	



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	Reading for Pleasure	I know that there are different kinds of books. I know the difference between a story book and an information book. I can find the title, author and the illustrator of a book. I recognise familiar story language I know some familiar stories.	I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language I recognise rhyming language.	I say whether I agree or disagree with others' ideas. I say why I agree or disagree with ideas. I recognise patterned language in the poems and rhymes I know. I know some poems and rhymes by heart.
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