

Year 1 Reading Programmes of Study

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Subject Content:

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Previous Learning	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
End Point of Unit	The key content the pupils need to know. Assessment is used to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding.

WORD READING TERM 1

Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	New Knowledge Content What will the pupils know at the end of this unit that they didn't know before?	Skill development How they will show and apply their new knowledge	End Point of Unit Assessment of learning at end point
<p>Previous Learning EYFS</p> <p>EYFS ELGs</p> <p>Word Reading:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>EYFS Term 6 Retrieving</p> <ul style="list-style-type: none"> • /wh/, /ch/, /tch/, /l/, /ll/, /ll/e/ <p>Year 1 Term 1 Retrieving (after they have been taught):</p> <ul style="list-style-type: none"> • /ea/, /ee/ 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): <i>/ae/, /ee/, /oe/, /o/</i></p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): <i>/k/, /ae/, /ee/, /oe/, /o/</i></p> <p>Polysyllabic: (Set 1: VC/CVC, CVC/CVC) continuants, (Set 2: CVC/CVC) continuants/obstruents,</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Termly Bryant Test <p>Feeds Forward to Yr 1 Term 2</p> <p>Feed forward</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> • /er/, /e/, /ow/, /ow/ <p>LTP Yr 1 Knowledge Content</p> <p>https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</p>

WORD READING TERM 2

Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<u>Previous Learning Year 1</u> Retrieving <ul style="list-style-type: none"> • /ee/,/oe/, /er/ 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /er/,/e/, /ow/,/ow/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /oe/,/er/, /e/</p> <p>Polysyllabic: (Set 3: VC/CVCC/CVC/CVCC) adjacent consonants (Set 4: VC/CVC/CVC/CVC) 2 letters 1 sound (Set 5: CVC/CCVC) adjacent consonants with digraphs (Set 6:) complex 2 or 3 syllable words</p> <p>/ae/ 2 syllables (a/ai/ay/a/a-e)</p>	Assessment opportunity for end of unit <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Termly Bryant Test <p>Feed forward Year 1 Term 3 Recognise (new content): • /m/,/oo/,/n/,/ie/,/b/,/oo/,/k/,/oo</p> <p>LTP Yr 1 Knowledge Content https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</p>

WORD READING TERM 3			
Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<u>Previous Learning Year 1</u> Retrieving <ul style="list-style-type: none"> • /e/, /ow/, /m/, /oo/, /n/ 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /m/, /oo/, /n/, /ie/, /b/, /oo/, /k/, /oo/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /m/, /oo/, /n/, /ie/</p> <p>Polysyllabic: /ee/ 2 syllables /oe/ 2 syllables /er/ 2 syllables</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Termly Bryant Test <p>Feed forward Year 1 Term 4</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> • /u/, /ou/, /s/, /l/ <p>LTP Yr 1 Knowledge Content https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</p>

WORD READING TERM 4			
Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<u>Previous Learning Year 1</u> Retrieving <ul style="list-style-type: none"> /ie/, /b/, /oo/, /k/, /u/ 	<p>You will know:</p> <ul style="list-style-type: none"> A sound can be represented by more than one spelling and a spelling can represent more than one sound The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /u/, /ou/, /s/, /l/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme Apply phonic knowledge to decode words Read accurately by blending sounds in unfamiliar words Read common exception words Notice unusual correspondence between spelling and sounds and where they occur in the word Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /b/, /oo/, /k/, /u/, /s/</p> <p>Polysyllabic: /e/ 2 syllables /ow/ 2 syllables m/oo/n 2 syllables</p>	Assessment opportunity for end of unit <ul style="list-style-type: none"> Termly Oral Skills Test Termly Alphabet Code Termly Bryant Test Phonics Screening Test <p>Feed forward Year 1 Term 5 Recognise (new content):</p> <ul style="list-style-type: none"> /or/, /air/, /ue/ <p>LTP Yr 1 Knowledge Content https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</p>

WORD READING TERM 5

Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
Previous Learning Year 1 Retrieving <ul style="list-style-type: none"> • /s/, /l/, /or/, /air/ 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /or/, /air/, /ue/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /l/, /or/, /air/</p> <p>Polysyllabic: /ie/ 2 syllables /oul/ 2 syllables /u/ 2 syllables</p>	Assessment opportunity for end of unit <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Termly Bryant Test • Phonics screening Test <p>Feed forward Year 1 Term 6 Recognise (new content): <ul style="list-style-type: none"> • /ew/, /oy/, /ar/, /0/, /a/ </p> <p>LTP Yr 1 Knowledge Content https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</p>

WORD READING TERM 6

Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
Previous Learning Year 1 Retrieving <ul style="list-style-type: none"> • /or/,/air/,/oy/,/ar/ 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /ew/,/oy/,/ar/,/o/,/a/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /air/,/ue/,/oy/,/ar/</p> <p>Polysyllabic: /u/ 2 syllables /or/ 2 syllables</p>	Assessment opportunity for end of unit <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Termly Bryant Test • Phonics screening Test <p>Feed forward Year 2 Term 1</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> • /ae/,/d/,/ee/ • To be able to read 60 words per minute by the end of Year 1 <p>LTP Yr 2 Knowledge Content https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&ouid=118342443763641101854&rtpof=true&sd=true</p>

LANGUAGE COMPREHENSION TERM 1 - 6

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes

Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	New Knowledge Content What will the pupils know at the end of this unit that they didn't know before?	Skill development How they will show and apply their new knowledge	End Point of Unit Assessment of learning at end point
Previous Learning EYFS EYFS ELGS Comprehension: <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	You will know: Books: <ul style="list-style-type: none"> The significance of the title and significant events (<i>ie in Sleeping Beauty, why they got married at the end</i>) You can infer something which you have not directly read (<i>ie if a character is crying, they are sad</i>) Poetry: <ul style="list-style-type: none"> Know by heart and recite a range of poems and rhymes by heart What you like about the poem/rhyme Stories: <ul style="list-style-type: none"> Join in with phrases in a familiar traditional tale Retell a key story/fairy story/traditional tale using key characteristics (<i>ie good vs evil, begins with once upon a time, happened a long time ago, fantasy, royalty, could be magic, problem needs solving, happy ending</i>) Non-fiction: <ul style="list-style-type: none"> Understand a non-fiction you cannot read yourself 	You will know how to: <ul style="list-style-type: none"> Check text makes sense and correct themselves as they read Discuss and link the meanings of new words to words we already know Draw on background information / given vocabulary to understand a book Explain clearly your understanding of what has been read to them Make simple inferences on the basis of what is said and done Make simple predictions on what may happen next based on what has happened so far Link what you have read to your own experiences. Take turns and listen to what others say about books speak clearly to perform a poem with repeated patterns or lines, including actions, as a group 	Assessment opportunity for end of units <ul style="list-style-type: none"> Questioning during reading sessions Oral/Written story telling Termly poetry recital Reading through writing tasks NFER Reading Test Spring 2 and Summer 2 Feeds Forward to Year 2 Knowledge: <ul style="list-style-type: none"> What might happen next in a book because of what you have just read. You can infer something which you have not directly read Poetry: <ul style="list-style-type: none"> Know by heart and recite a range of contemporary/classic poems Know how your voice can add meaning to reciting a poem Stories: <ul style="list-style-type: none"> Retell a story/fairy story/traditional tale using recurring literary language The sequence of events in the story read (wide range of stories/traditional tales/fairy tales) read and how these are related

Non-fiction:

- The structure of a range of different non fiction text

Skill Development

- Check text makes sense and correct yourself as you read
- Clarify the meanings of new words, linking these to words we already know
- Discuss your favourite words and phrases in a book/poem
- Draw on background information / given vocabulary to understand a book
- Sequence events in a book
- Explain how items of information are related
- Ask and answer questions about the text
- Explain your understanding of books you have read yourself
- Listen and respond to what others say about books you have read yourself
- Make inferences on the basis of what is said and done
- Make predictions on what may happen next based on what has happened so far
- Recite poetry with appropriate intonation to make the meaning clear