

Year 1 English Reading Long Term Plan

RWI	• Use phonic knowledge to decode words. • Blend sounds in unfamiliar words containing GPCs that have been taught. • Blend phonemes to read CCCVC and CVCC words. • Blend and segment sounds in consonant clusters and use this knowledge in reading. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions and understand that the apostrophe represents the omitted letters. • Expect written text to make sense. • Re-read to clarify meaning. • Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending). • Make 1 to 1 correspondence between written and spoken words. • Track visually without finger pointing 2 or 3 lines of print on a page. • Use phonic knowledge to decode words. • Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable). • Identify initial sounds in unfamiliar words. Recognise some letters in other positions. • Blend sounds in unfamiliar words containing GPCs that have been taught. • Blend phonemes to read CVC words(yellow). • Blend phonemes to read CCCVC and CVCC words (blue, green). • Blend and segment sounds in consonant clusters and use this knowledge in reading. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions and understand that the apostrophe represents the omitted letters. • Expect written text to make sense. • Re-read to clarify meaning. • Read aloud fluently with attention to a range of punctuation (reading words overt sounding and blending). • Check print detail carefully, saying a word slowly and running a finger under to check the phonemes. • Make 1 to 1 correspondence between written and spoken words. • Track visually without finger pointing 2 or 3 lines of print on a page. • Re-read with improved expression, attending to fluency and phrasing(put words together so they sound like talking). • Distinguish between a word, letter and a space. • Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence).
Comprehension	• Re-tell key stories, fairy stories and traditional tales. • Make inferences on the basis of what is said and done. • Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?). • Begin to make predictions about character and plot: Predict events and endings and how characters will behave. • Begin to make predictions about character and plot: Discuss the blurb and title of a book. • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development. • Discuss story events: Give some reasons why things happen or characters change. • Discuss story events: Show an understanding of the elements of a story such as character, setting, events. • Discuss story events: Begin to express a view and use evidence in the text to explain reasons. • Discuss the significance of the title of a non-fiction and fiction book: Distinguish between fiction

	- and non-fiction. ● Begin to understand the way that information texts are organised. ● Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. ● Comment on the title of the text and how this links with the main events. ● Word meaning & linking: Recognise and comment on repeating patterns of language, e.g. rhymes and predictable phrases. ● Word meaning & linking: Pick out some key phrases in fairy stories and traditional tales, e.g. repetition, once upon a time, fee fi fo fum. ● Word meaning & linking: With support pick out some key words in a text, e.g. find a word that tells us how the character is feeling, find a word that tells us about the house... ● Familiar with stories & traditional tales: Notice relationships between one text and another. ● Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed. ● Familiar with stories & traditional tales: Choose and talk about a favourite book from a selection. ● Familiar with stories & traditional tales: Comment and compare interesting or enjoyable aspects of books. ● Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading.
English - Writing unit focus	● Recognise and join in with predictable phrases. ● 1A: Understand books: Sequence a simple story or event and use this to re-enact and retell. ● 1B: Understand books: Identify the main character in a story or the subject of a non-fiction text. ● 1B: Understand books: Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales. ● Understand books: Express feelings about stories and poems. ● 1C: Understand books: Identify main events or key points in texts. ● Understand books: Answer literal retrieval questions about the text.
Poetry	● Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions. ● Understand books: Express feelings about stories and poems. ● Recognise and comment on repeating patterns of language, e.g. rhymes and predictable phrases. ● Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading.