



## English Curriculum Year 1 Reading Objectives 2021 - 2022

| Year 1                                 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|--|--|--|---|--|---|--|
| Core text                              | <b>Beegu</b><br><br>Narrative<br>Change/Cinderella story<br><br>Explanation  | <b>Stickman</b><br><br>Narrative<br>Journey Tale<br><br>Non-chronological<br>Report - town/village | <b>Man on the Moon</b><br><br>Narrative<br><br>Instructions - How to build a rocket   | <b>Lost and Found</b><br><br>Narrative<br>Wishing Tale | <b>Dear Greenpeace</b><br><br>Non-Chronological<br>Report - plants  | <b>Lighthouse Keepers Lunch</b><br>Narrative - Losing Tale<br><br>Non-Fiction<br>Recount about visit to lifeboat station |
|  | <b>In Autumn term I will be able to:</b>   |  | <b>In Spring term I will be able to:</b>  |  | <b>In Summer Term I will be able to:</b>  |  |
| Applying Phonics                       | Read common words using phonic knowledge, where possible.<br><br>Read phonically decodable texts.<br><br>Hear and recognise all 40+ phonemes.<br><br>Know which parts of words can be decoded using phonics.   |  | Identify all 40+ graphemes in my reading.<br><br>Read words which have the prefix –un added.<br><br>Read phonically decodable texts, with confidence.<br><br>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset. |  | Know that words can have omitted letters and that an apostrophe represents the omitted letters.<br><br>Find contractions in my reading.<br><br>Read accurately blending sounds in unfamiliar words containing GPC's that have been taught |  |
| Reading with fluency and understanding | Discuss the significance of titles and events<br><br>Use picture clues to support my understanding.<br><br>Use picture cues to deepen my understanding.<br><br>Identify the characters in a story.<br><br>Recognise a character's feelings.<br><br>Say why a character has a feeling |  | Make predictions based upon what has been read so far<br><br>Give an opinion about a character.<br><br>Know that stories can have similar characters.<br><br>Make links to other stories.<br><br>Make links with characters in other stories.   |  | Know that stories can have similar patterns of events.<br><br>Understand that a writer can leave gaps for the reader to fill.<br><br>Draw on what I know from the information provided to me in texts, pictures and vocabulary            |  |
| Reading for pleasure                   | Know that there are different kinds of books.<br><br>Know the difference between a story book and an information book.<br><br>Know some familiar stories.  |  | Say what I like or dislike about a book.<br><br>Listen to others' ideas about a book.<br>Recognise rhyming language.  |  | Recognise patterned language in the poems and rhymes I know.<br><br>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics                           |  |



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|  | Discuss word meanings, linking new meanings to those already known | Clearly explain my understanding of what is read to me<br><br>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently |  |
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