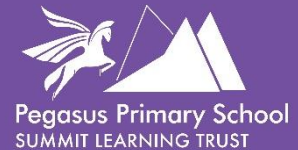# Year 1

NC Fluency Skills:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

NC Comprehension Skills:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

NC Non-Statutory Guidance:
- Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').
- Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.
- The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.
- Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).
- 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.
- Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.
- Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Term: **Autumn 1**	Project title: **Superheroes**	Number of weeks: 8
Fiction Texts:	Supertato – Paul Linnet and Sue Hendra Superkid – Claire Freedman Superheroes are Everywhere – Kamala Harris The Day I Lost My Superpowers – Michael Escoffier Ten Rules of Being a Superhero – Deb Pilutti How to be a Superhero – Sue Fliess Superhero Instruction Manual – Kirsty Dempsey Eliott Jones, Midnight Superhero – Anne Cottringer Ladybug Girl – David Soman Super Rid Riding Hood – Claudia Davila	
Non-fiction Texts:	Information Texts/Reports about the lives of people who help us: • Doctors • Nurses • Police • Firefighters Newspaper articles documenting heroism. Diary entry (in character) from the perspective of someone heroic. CBBC Newsround – relating to recent news on bravery.	
Visual Literacy:	Pip – Southeastern Guide Dogs: https://www.youtube.com/watch?v=07d2dXHYb94 For the Heroes: A Pep Talk from Kid President: https://www.youtube.com/watch?v=tgF1Enrgo2g Visual Imagery of Superheroes/Battles Everyday Superheroes: 	
Poetry	Here Come the Superheroes – Neal Zetter	

Term: **Autumn 2**	Project title: **Memory Box**	Number of weeks: 7
Fiction Texts:	The Paper Dolls – Julia Donaldson Goldilocks and The Three Bears – Vera Southgate Old Bear – Jane Hissey Lost in the Toy Museum – David Lucas Kipper's Toybox – Mick Inkpen Where's My Teddy? – Jez Alborough Hello Friend – Rebecca Cobb	
Non-fiction Texts:	Toys and Games (Ways Into History) – Sally Hewitt The History of Toys – Helen Cox Cannons	
Visual Literacy:	Toyz – Animated Short Film: Cute CGI 3d Animated Short Film ** TOYZ ** Animation by IsArt Digital Team [PG13] - YouTube 	
Poetry:	There's a Bear on My Chair – Ross Collins The Puffin Book of Utterly Brilliant Poetry – Brian Patten	

Term: **Spring 1**	Project title: **Bright Lights, Big City**	Number of weeks: 6
Fiction Texts:	Paddington at the Palace – Michael Pond The Town and the Country Mouse – Aesop's Fables Little Elliot, Big City – Mike Curato Nana in the City – Lauren Castillo Wake Up, City – Erica Silverman Last Stop on Market Street – Matt De La Pena Katie in London – James Mayhew	
Non-fiction Texts:	Local Newspaper Articles from Birmingham, the West Midlands or England. Leaflets for Things to do in Birmingham - https://visitbirmingham.com/ All About Acocks Green – fact-file of information. All About England – Susan Harrison	
Visual Literacy:	What is Birmingham Like? - https://www.youtube.com/watch?v=rxQqoWYEG0g The United Kingdom - https://www.youtube.com/watch?v=kU_SpzWKtqE	
Poetry	Block City – Robert Louis Stevenson: https://www.youtube.com/watch?v=Tt6JLQOetew Which is The Way to London Town? 	

Term: **Spring 2**	Project title: **Paws, Claws and Whiskers**	Number of weeks: 6
Fiction Texts:	The Tiger Who Came to Tea – Judith Kerr Dear Zoo – Rod Campbell The Great Pet Sale – Mick Inkpen Not Norman – Kelly Bennett The Lion Inside – Rachael Bright Giraffe's Can't Dance – Giles Andreae	
Non-fiction Texts:	Non-Chronological Reports About Household Pets Instructions for How to Look After a Pet Fact-Files about Animals: https://www.nationalgeographic.com/animals/facts-pictures/ Usborne Children's Picture Atlas of Animals – Hazel Maskell Little Kids First Big Book of Pets – National Geographic Kids Animal Club for Kids – youngvetsclub.com Pets at Home – Fact Files: https://www.petsathome.com/shop/en/pets/small-pet-fact-files#	
Visual Literacy:	Pets: https://www.youtube.com/watch?v=i-80SGWfEjM What Do Pets Need? - https://www.youtube.com/watch?v=FOLP8p0jSoA	
Poetry:	What Pet Should I Get – Dr Seuss Some Pets – Angela DiTerlizzi Pet Poems – Jennifer Curry Perfectly Peculiar Pets – Elli Woollard and Anja Boretzki	

Term: **Summer 1**	Project title: **Enchanted Woodland**	Number of weeks: 7
Fiction Texts:	Hansel and Gretel The Gruffalo – Julia Donaldson Into the Forest – Anthony Browne Goodnight Forest – Becky Davies The Wild Woods – Simon James A House in the Woods – Inga Moore Finding Wild – Megan Wagner Lloyd Tidy – Emily Gravett The Things That I Love About Trees – Chris Butterworth Tree – Britta Teckentrup	
Non-fiction Texts:	Woodland Creatures – Emily Bone Welcome to the Woodland – Ruth Owen Let's Explore Woodland Creatures – Claire Phillips	
Visual Literacy:	The Literacy Shed: https://www.onceuponapicture.co.uk/wp-content/uploads/2017/07/Oscar-Ramos-Hansel-and-Gretel.jpeg https://www.onceuponapicture.co.uk/portfolio_page/summer-night/ https://www.onceuponapicture.co.uk/portfolio_page/cottage-woods/	
Poetry:	Stopping by Woods on a Snowy Evening - Robert Frost I Am the Seed That Grew the Tree – Fiona Waters A Walk in the Woods: 	

Term: **Summer 2**	Project title: **Dinosaurs**	Number of weeks: 6
Fiction Texts:	Where the Wild Things Are – Maurice Sendak The Worrysaurus – Rachel Bright The Dinosaur Who Pooped a Planet – Tom Fletcher The Dinosaur Department Store – Lily Murray and Richard Merritt Harry and the Bucketful of Dinosaurs – Ian Whybrow Tyrannosaurus Drip – Julia Donaldson Tiny T-Rex and the Very Dark Dark – Jonathan Stutzman Am I Yours? – Alex Latimer 1, 2, 3 Do the Dinosaur – Michelle Robinson The Dinosaur Who Lost Her Voice – Francesca Gambatesa Mad About Dinosaurs! – Giles Andreae and David Wojtowycz	
Non-fiction Texts:	Everything Dinosaurs – National Geographic Kids First Dinosaur Encyclopaedia - DK Mad About Dinosaurs – Penguin Books Dinosaurs – A Children's Encyclopedia (DK)	
Visual Literacy:	The Good Dinosaur – Walt Disney A Dinosaur Story - https://www.youtube.com/watch?v=WHdxjS5a2CE	
Poetry:	Dinosaur Poems – John Foster Dinosaur Swamp Stomp – Meredith Costain 	

Reading domains for *Whole Class Reading* (2 week cycles):

- **Retrieval**

Who/what/where/why qs, constant refering back to the text
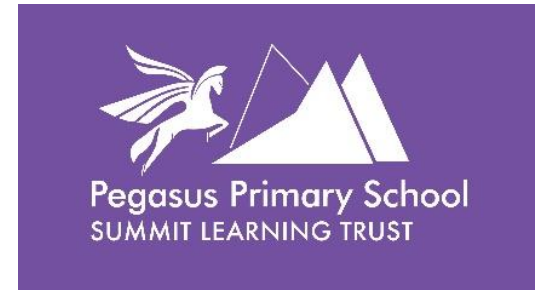
Sequencing

- **Word meaning (vocabulary)**

Reading around the context on a sentence to determine meaning of a word

- **Inference**

Reading between the lines, inferring a character's thoughts/feelings/motives, making predictions

Retrieval Toolkit

1. Read and understand the question. Underline key words.

Who? (person)   What? (event/fact/topic)   When? (event/time/date)

Where? (setting/location)   Why? (reason for something)   How? (cause and effect)

True/False

1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.
4. Check your answer against the question - have you actually answered it?

Retrieval Toolkit

- Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

- Look back at the text.
- Point to or underline the answer.
- Answer the question.

If you need to write an answer, check how many words you need to write and **copy** the spelling carefully.

Word Meaning Toolkit

What is the underlined word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?

Word Meaning Toolkit

Not sure what a word means?

- Read the word again.
- Read around the word.

Think about the rest of the sentence.

- Look at the pictures.

Are there any clues?

- Do you know any words that sound similar?

Inference Toolkit

You can infer about…
- **a person/character**: *thoughts, motives, feelings, reactions to other characters or events*
- **a situation**: *cause and effect/impact of*

Look for clues: **Scan the text** for evidence - 'show not tells' that prove the inference.

Answer using point (inference) and justify (evidence from the text).

*e.g. The main character feels anxious **because** he has butterflies in his stomach.*

Type One: you are given the inference and have to find the evidence in the text.

Scan for actions, speech or events that 'show not tell' the inference from the question.

Type Two: make your own inference and prove it (justify) using evidence from the text.

Scan for the person/situation from the question – what can you infer? Evidence (show not tell)?

Inference Toolkit

- Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

- Look for clues in the text and pictures.
- What can you infer from the clues?
- Write your point, then say how you know.

I infer ____ because ____

Example *Whole Class Reading* cycle over a half term:

Week 1	Introduce author through a **biography** (non-fiction text)- mixed domain questions	**Non-fiction text based on the fiction text** for the half term. e.g Non-fiction text on the 12 labours of Hercules before reading Here comes Hercules	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a section of text DISCUSSION QUESTION
Week 2	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a **poem** Teaching focus: retrieval domain/mixed domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: retrieval domain
Week 3	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a non-fiction text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
Week 4	Read a section of text Teaching focus: word meaning domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
Week 5	Read a section of text Teaching focus: inference	Read a **poem** Teaching focus: inference/ mixed domain	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference
Week 6	Read a non-fiction text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: inference

Non-fiction- drop these in where they most fit with the section you are currently reading in the fiction text to help children with their **background knowledge**. Think about what knowledge will support the children to best understand the text you're reading! e.g A non-fiction text on St. Pancras International when Harry Potter boards the train to Hogwarts.

Poetry- Introduce poetry that is related to the book you are reading when it is most appropriate in your cycle. Children could perform poem if it lends itself to this and respond to the poem relating to the domain you're focussing on or mixed domain if this fits better. e.g Children reading *The boy at the back of the class* (a text about a Syrian refugee starting school in the UK) could read a poem from *On the Move: Poems about Migration* by Michael Rosen.

Discussion question lessons- (previously referred to as an AIR question) An opportunity to spend more of the lesson reading the text. As a class, pose one inference discussion question for children to discuss together at the end of the lesson. Aim of this is to improve inference (whole-school weakness). You can choose to evidence this in books or on flip-chart paper.

Question Stems Year 1:

Vocabulary	What does the word _____ mean in the text? Which word in the text tells you how _____ was feeling? Which word means the same as _____?
Inference	Which words make you think that _____? How can you tell that _____? Can you explain why _____? Why did something happen? Why did someone do something? How do you think someone is feeling/felt at a point in the story?

Prediction	From the cover/title, what do you think will happen in this story? What will happen next?
Explanation	Who is your favourite character? Why? Did you like the text? Why or why not? What was your favourite moment? Why or why not?
Retrieval	Who, What, Where, When, Why, How? How much/how many?
Sequence	What happens first in the story? Sequence these sentences… What happened before/after _____?

Year 2
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