

Autumn READING Year 1 PLANNING

Word reading (in RWI)

- **apply phonic knowledge** and skills as the route to decode words (RWI storybooks)
- **respond speedily with the correct sound** to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (set sounds)
- **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, endings**
- **read books aloud, accurately, that are consistent with their developing phonic knowledge** and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Comprehension (in English Lessons)

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

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- discussing word meanings, linking new meanings to those already known

Spring READING Year 1 PLANNING

Word reading (in RWI)	Comprehension (In English lessons)
<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words (RWI storybooks) • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (set sounds) • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read words containing taught GPCs and –s, –es, –ed endings • read other words of more than one syllable that contain taught GPCs • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say

Summer READING Year 1 ASSESSMENT

Word reading (in RWI)	Comprehension (in English lessons)
<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words (RWI storybooks) • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (set sounds) • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read words containing taught GPCs and –s, –es, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

National Curriculum READING Year 1

Word reading	Comprehension
<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

Book Band	Phonics Phase	Emerging	Expected	Confident Exceeding	Super Confident Exceeding
Ditties Pages 1 - 12	Phase 1	Reception			
Ditties Pages 1- 12	Phase 2		Reception		
Ditties 13 - 42	Phase 3	Year 1	Reception		
Green	Phase 3 & 4	Year 1	Reception		
Purple	Phase 4		Year 1	Reception	
Pink	Phase 5	Year 2	Year 1	Reception	
Orange	Phase 5	Year 2	Year 1		
Yellow	Phase 5 & 6		Year 2	Year 1	
Blue	Phase 5 & 6		Year 2	Year 1	
Grey	Phase 6		Year 2	Year 1	

	Nursery	Reception	Year 1	Year 2
End Autumn 1	Phase 1 Phonics	Read Set 1 (16 sounds)	Purple (Set 2) – 47 sounds	Blue
End Autumn	Phase 1 Phonics	Read all Set 1(Blend) – 25 sounds	Pink (First 9 Set 3) – 56 sounds	Grey
End Spring 1	Phase 1 Phonics	Ditty Stories (Set 1 special friends) – 31 sounds	Read Orange (17 Set 3) – 64 sounds	Grey (fluent)
End Spring	Phase 1 Phonics/ Set 1 sounds	Red – 35 sounds	Yellow (All Set 3) – 74 sounds (20 set 3 plus e-e, ie, ue, au, kn, wh, ph)	RWI Comprehension
End Summer 1	Set 1 sounds	Green - 35 sounds	Yellow	RWI Comprehension
End Summer	Set 1 sounds	Green or Purple (Set 2 – first 6) – 41 sounds	Blue	RWI Comprehension