



St Saviour's C.E. Primary School Curriculum Map – English: reading

Year One

Ongoing objectives	<ul style="list-style-type: none"> • Listen to and discuss a wide range of texts at a level beyond that at which they can read independently • Apply phonic knowledge and skills to decode words • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read words with contractions • Link what they read or hear read to their own experiences • Make predictions about what might happen • Draw on what they already know or on background information and vocabulary provided by the teacher 		
	Theme of texts	Texts	Objectives
Term 1 Phonics: Phase 3 and 4 revision; phase 5	Journeys & exploration	Cave Baby by Julia Donaldson and Emily Gravett Astro Girl by Ken Wilson-Max	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases • Enjoy and recite rhymes and poems • Explain their understanding • Read common exception words • Read aloud accurately books that are consistent with their developing phonic knowledge • Discuss the significance of the title and events
Term 2 Phase 5	Heroes & villains	Send for a Superhero by Michael Rosen and Katharine McEwen I Want My Hat Back by Jon Klassen Billy and the Beast by Nadia Shireen	<ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Hear and retell key stories, fairy stories and traditional tales • Make inferences • Discuss books
Term 3 Phase 5	Nature & environment	Stanley's Stick by John Hegley and Neal Layton Dinosaurs and All That Rubbish by Michael Foreman	<ul style="list-style-type: none"> • 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 words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read aloud accurately books that are consistent with their developing phonic knowledge • Hear and retell key stories, fairy stories and traditional tales • Enjoy and recite rhymes and poems • Discuss word meanings • Make inferences • Discuss the significance of the title and events • Discuss what is read to them

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<p>Term 4</p> <p>Phase 5</p>	<p>Similarities & differences</p>	<p>Beegu by Alexis Deacon</p> <p>The Odd Egg by Emily Gravett</p>	<ul style="list-style-type: none"> • 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 other words of more than one syllable that contain taught GPCs • Read aloud accurately books that are consistent with their developing phonic knowledge • Recognise and join in with predictable phrases- Enjoy and recite rhymes and poems • Discuss word meanings • Discuss what is read to them • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Make inferences
<p>Term 5</p> <p>Structured revision as needed</p>	<p>Friendship & kindness</p>	<p>Lost and Found by Oliver Jeffers *book and film</p> <p>Pig the Pug by Aaron Blabey & How to Be a Dog by Jo Williamson (dual book unit)</p>	<ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Discuss word meanings • Make inferences • Discuss what is read to them • Read common exception words • Discussing the significance of the title and events • Explain clearly their understanding of what is read to them
<p>Term 6</p> <p>NC spelling programme for Year One; revision</p>	<p>Imagination & creativity</p>	<p>Julian is a Mermaid by Jessica Love</p> <p>Iggy Peck, Architect by Andrea Beatty and David Roberts</p>	<ul style="list-style-type: none"> • Making inferences • Discuss what is read to them • Explain clearly their understanding of what is read to them • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings