

Year 1 Reading Curriculum Map

Autumn Term	Spring Term	Summer Term
National Curriculum- Word Reading		
Apply phonic knowledge and skills as the route to decode words		
Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable alternative sounds for graphemes.		
Read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme- correspondences) that have been taught.		
Read Common exception words , noting unusual correspondences between spelling and sound 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 that the apostrophe represents omitted letters		
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.		
Re-read books to build up their fluency and confidence in word reading		
National Curriculum- Comprehension		
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>		<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
Listening and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently		Drawing on what they already know or on background information and vocabulary provided by the teacher
Being encouraged to link what they read or hear to their own experiences		Checking that the text makes sense to them as they read and correcting inaccurate reading
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.		Discussing the significance of the title and the events
Recognising and joining in with predictable phrases		Making inferences on the basis of what is being said and done
Learning to appreciate rhymes and poems and recite some by heart		Predicting what might happen on the basis of what has been read so far
Discussing word meanings, linking new meanings to those already known		
<i>Participate in discussion about what is read to them, taking turns and listening to what others say</i>		
<i>Explain clearly their understanding of what is read to them.</i>		
RWI		
Purple Read Set 2 sounds the alternative vowel sounds: ay, ee, igh, ow, oo, oo, Read Set 2 matching phonics Green words including longer words Read Set 1Phonics Green Words and build speed. Read nonsense words	Orange Read Set 3 Sounds the alternative spellings of Set 2: ea, oi, e a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read Set 3 matching phonics Green words including longer words Read Set 1 and Set 2 Phonics Green Words and build speed. Read nonsense words	Yellow Read Set 3 Sounds the alternative spellings of Set 2: ea, oi, e a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read Set 3 matching phonics Green words including longer words Read Set 1 ,2and 3 Phonics Green Words and build speed. Read nonsense words
Pink Read the remaining Set 2 sounds: ar, or, air, ir, ou, oy Read Set 2 matching phonics Green words including longer words Begin to read Set 3 Sounds the alternative spellings of Set 2: ea, oi, e a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read nonsense words	Yellow Read Set 3 Sounds the alternative spellings of Set 2: ea, oi, e a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read Set 3 matching phonics Green words including longer words Read Set 1 ,2and 3 Phonics Green Words and build speed. Read nonsense words	Blue Read Set 3 Sounds the alternative spellings of Set 2: ea, oi, e a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read Set 3 matching phonics Green words including longer words Read Set 1 ,2and 3 Phonics Green Words and build speed. Read nonsense words
Spytime		
Listens attentively to stories at an appropriate interest level	Listens attentively to stories at an appropriate interest level	Listens attentively to stories at an appropriate interest level
Can distinguish between a word, a letter and a space	Can talk about likes/dislikes of stories and information texts	Can make plausible predictions about the plot of an unknown story using the text and other book features
Can Point to a full stop in text.	Can notice interesting words	Can make plausible predictions about characters, using knowledge of the story and own experiences
Can use pictures (unprompted) and texts to identify meaning	Can choose and talk about a book from a selection	Can answer simple questions/find information in response to direct, literal question

With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level.	Can re-tell known stories, including significant events/main ideas in sequence	Can express opinions about main events and characters in stories eg good/bad characters
Can sometimes talk about main points or key events in a simple text		In a familiar book that is read to them, they can answer questions and make simple inference
Can re-tell familiar stories with growing confidence		
Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction. (eg familiar story openings and endings, common features of non-fiction texts)		
Is beginning to make predictions based on titles, text, blurb and/or pictures		
Fluency		
Can read almost all of Yr high frequency word list	Can read all Yr R and some Year ½ Words	Read all Set 3 Sounds speedily
Read familiar words with Set1 and Set 2 sounds speedily	Read Set 3 Sounds speedily	Is beginning to identify when reading does not make sense and attempts to self correct
Can read aloud and is beginning to use expression to show awareness of punctuation (may only be a full stop at this stage)	Can use knowledge of letters, sounds and words to establish meaning when reading aloud.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+phonemes
	Read a passage at 60-70 words per minute, attempting intonation to show comprehension.	Read accurately some words of two or more syllables that contain the same GPC (grapheme-phoneme- correspondence)
		Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Book Band and Home reading		
Red Book Band Purple and Pink Black and White books and Book bag Books	Yellow Book Band moving towards beginning Blue Book Band Orange and Yellow Black and White books and Book Bag Books	Blue book band moving towards Green Book Band Yellow and Blue Black and White books and Book Bag Books