

Planning Sequence - Year 1

The reading objectives are to be revisited throughout the year. Text levels will vary depending on the word reading level of each child and will become more complex as the year progresses, in line with phonics phases.

There are 2 areas covered in reading:

- Word Reading (Phonics)
- Comprehension

While a reading session may have a focus objective, it will not be taught in isolation as other objectives will be revisited regularly during all reading lessons. The children's objectives are only suggested and should be adapted to suit the needs of the particular class.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Throughout Year 1

Area	National Curriculum Objective
Word Reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words.
	<ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Re-read these books to build up their fluency and confidence in word reading.
Comprehension	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 read 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
	<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <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
	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say
	<ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them.

Autumn Term

Area	National Curriculum Objective
Word Reading	• 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.

Spring and Summer Terms

Area	National Curriculum Objective
Word Reading	• 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.

