

SEQUENTIAL READING CURRICULUM

End points which show progression of knowledge, understanding and skills in Reading

Year Group: 1

	T1	T2	T3	T4	T5	T6
Key TEXTS: *subject to change	Charlie and Lola – We completely must go to London – Lauren Child Tidy – Emily Gravett My Magic Family – Lotte Jeffs	Guy Fawkes – non fiction text Three Little Wolves and the Big Bad Pig – Eugene Trivizas	Fairytale News – Colin and Jacqui Hawkins	The Lion Inside – Rachel Bright and Jim Field	I Got the Rhythm – Connie Schofield-Morrison I Really Want the Cake – Simon Phillip	Mustard, Custard, Grumble Belly and Gravy – Michael Rosen Handa’s Surprise – Eileen Brown
Focus Poet for the year group: Michael Rosen						
Decode / word-reading:	RWI Scheme followed for Phonics and Reading. See RWI plan for more detail.	RWI Scheme followed for Phonics and Reading. See RWI plan for more detail.	RWI Scheme followed for Phonics and Reading. See RWI plan for more detail.	RWI Scheme followed for Phonics and Reading. See RWI plan for more detail.	RWI Scheme followed for Phonics and Reading. See RWI plan for more detail.	RWI Scheme followed for Phonics and Reading. See RWI plan for more detail.
Comprehend, locate and retrieve: Children to check that the text makes sense as they read and draw on their knowledge of vocabulary.	Use visual literacy to develop an understanding of a text. Talk about what a title is used for and how it benefits the reader. Explain key facts about what is read to them from a variety of texts.	Use visual literacy to develop an understanding of a text and begin to use their growing phonic knowledge to recognise words in the text. Talk about the title and how to relates to the events in the text. Explain key facts about what is read to	Use visual literacy to develop an understanding of a text and begin to use their growing phonic knowledge to recognise words and phrases in the text. Talk about the title and how to relates to the events in the text. Explain key facts about what is read to	In addition to using visual literacy, children to use their growing phonic knowledge to recognise words and phrases which locate information in the text. Talk about the title and how to relates to the events in the text.	In addition to using visual literacy, children to use their growing phonic knowledge to recognise words and phrases which locate information in the text with growing accuracy. Talk about the title and how to relates to the events in the text.	In addition to using visual literacy, children to use their growing phonic knowledge to recognise words and phrases which locate information in the text with growing accuracy. Talk about the title and how to relates to the events in the text.

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		them from a variety of texts.	them from a variety of texts and begin to retrieve answers to simple literal questions.	Explain key facts about what is read to them from a variety of texts and practise retrieving answers to simple literal questions.	Explain key facts about what is read to them from a variety of texts and develop retrieval skills to answer simple literal questions.	Explain key facts about what is read to them from a variety of texts and develop retrieval skills to answer simple literal questions.
<p>Inferential understanding: Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.</p>	<p>Discuss the title and events in a story.</p> <p>Predict what might happen next in a sequenced story.</p> <p>With support, children explain their understanding of what has been read to them.</p>	<p>Discuss the title and events in a story.</p> <p>Predict what might happen next in a sequenced story.</p> <p>With support, children explain their understanding of what has been read to them using their knowledge of vocabulary.</p>	<p>Discuss the significance of the title and events in a story.</p> <p>Predict what might happen next in a sequenced story.</p> <p>With support, children explain their understanding of what has been read to them using their knowledge of vocabulary and drawing on background information.</p>	<p>Discuss the significance of the title and events in a story and begin to make simple inferences when a book is read to them.</p> <p>Make plausible predictions about what might happen next in a sequenced story.</p> <p>Children begin to independently explain their understanding of what has been read to them using their knowledge of vocabulary and drawing on background information.</p>	<p>Discuss the significance of the title and events in a story and develop inference skills when a book is read to them.</p> <p>Make plausible predictions about what might happen next in a sequenced story based on what has been read so far.</p> <p>Children independently explain their understanding of what has been read to them using their knowledge of vocabulary and drawing on background information.</p>	<p>Discuss the significance of the title and events in a story and develop inference skills when a book is read to them.</p> <p>Make plausible predictions about what might happen next in a sequenced story based on what has been read so far.</p> <p>Children independently explain their understanding of what has been read to them using their knowledge of vocabulary and drawing on background information.</p>

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<p>Respond to text: Children listen to, share and discuss a wide range of high-quality books (poetry, picture books, stories and information texts) which are beyond those that they can read themselves to develop a love of reading .</p>	<p>Listen to new words in texts read aloud to them. Participate in discussions about texts. Look at a range of non-fiction texts.</p>	<p>Listen to new words in texts read aloud to them and use them to broaden their vocabulary. Participate in discussions about texts. Look at a range of non-fiction texts.</p>	<p>Listen to new words in texts read aloud to them and use them to broaden their vocabulary. Participate in discussions about texts, taking turns and listening to others. With support, children are shown some ways to find information in a non-fiction text.</p>	<p>Listen to new words in texts read aloud, use them to broaden their vocabulary and talk about words that they know and like. Participate in discussions about texts, taking turns and listening to others. With support, children are shown some ways to find information in a non-fiction text.</p>	<p>Listen to new words in texts read aloud, use them to broaden their vocabulary and talk about words that they know and like. Participate in discussions about texts, taking turns and listening to others, drawing links between the text and some of their own experiences. With support, children are shown some ways to find information in a non-fiction text.</p>	<p>Listen to new words in texts read aloud, use them to broaden their vocabulary and talk about words that they know and like. Participate in discussions about texts, taking turns and listening to others, drawing links between the text and some of their own experiences. With support, children are shown some ways to find information in a non-fiction text.</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p>	<p>Children learn to: recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it ‘sounds right’ and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency.</p> <p>By the end of the year, children should be reading 70 words per minute.</p>					