

Year 1

Range

	Supported		Increased independence		Independent		End of year outcomes To
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	achieve the expected standard in year 2, children should have achieved all of the statements below:
	<u>Range</u> - Class reading book: We are family by Pat Hegarty - Tiger and the Jackal - Indian Fairytale - Enjoy looking at and listening to a range of familiar poems, picture books, fairy tales, narrative and non-fiction and discussing them with an adult e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? - With adult support, understand that non-fiction texts provide information - See year 1 book list	<u>Range</u> - Class reading book: The tiger who came to tea by Judith Kerr - Gingerbread man English fairy tale - eBook Eric A.Kimmel - Enjoy looking at and listening to a range of familiar poems, picture books, fairy tales, narrative and non-fiction and discussing them with an adult e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? - With adult support, understand that non-fiction texts provide information - See year 1 book list	<u>Range</u> - Class reading book: Oliver’s fruit salad by Vivian French - Last stop on Market Street by Matt del la Pena - Begin to engage more independently with a range of familiar poems, picture books, fairy tales, narrative and non-fiction e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? - Begin to understand that non-fiction texts provide information - See year 1 book list	<u>Range</u> Class reading book: Super worm by Julia Donaldson Shine by Sarah Asuquo Begin to engage more independently with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? - Begin to understand that non-fiction texts provide information - See year 1 book list	<u>Range</u> - Class reading book: Coming to England Floella Benjamin - Arlo, the lion who couldn’t sleep by Catherine Rayner - Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? - Understand that non-fiction texts provide information - See year 1 book list	<u>Range</u> - Class reading book: Stanley’s stick by John Hegley - Dear dinosaur by Chae Strathie - Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? Return to favourite books. - Understand that non-fiction texts provide information - See year 1 book list	<u>Range</u> - Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction e.g why is this story called ‘Where The Wild Things Are?’ Why did they make Max king? - Understand that non-fiction texts provide information

Decoding

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of year outcomes To
	Supported	Supported	Increased independence	Increased independence	Independent	Independent	achieve the expected standard in year 2, children should have achieved all of the statements below:
	<u>Word reading</u> - With adult support, apply phonic knowledge and skills to decode words - With adult support, read the graphemes for all 40+ phonemes, including the alternatives taught so far - With adult support, blend sounds in unfamiliar words that contain the GPCs that have been taught so far - With adult support, accurately read aloud books that are consistent with their developing phonic knowledge - With adult support, begin to read some yr1 common exception words - With adult support, read words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est.	<u>Word reading</u> - With adult support, apply phonic knowledge and skills to decode words - With adult support, read the graphemes for all 40+ phonemes, including the alternatives taught so far - With adult support, blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode some phase 5 alternatives with help - With adult support, accurately read aloud books that are consistent with their developing phonic knowledge - With adult support, begin to read some yr1 common exception words, noting unusual correspondences and identify where these occur in the word with help. - With adult support, read words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est.	<u>Word reading</u> - Begin to independently apply phonic knowledge and skills to decode words, seeking adult support when needed. - Read many of the graphemes for all 40+ phonemes, including the alternatives taught so far, seeking adult support when needed. - Begin to independently blend sounds in some unfamiliar words that contain the GPCs that have been taught so far, e.g. children should be able to decode some phase 5 alternatives - Begin to read aloud books that are consistent with their developing phonic knowledge - Read some yr 1 common exception words independently, beginning to note unusual correspondences and identify where these occur in the word. - Read some words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est.	<u>Word reading</u> - Apply phonic knowledge and skills to decode words with increasing confidence - Read many the graphemes for all 40+ phonemes, including the alternatives taught so far. - Accurately blend sounds in many unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode some phase 5 alternatives - With increasing independence, accurately read aloud books that are consistent with their developing phonic knowledge - Read many Yr1 common exception words, noting unusual correspondences and identify where these occur in the word with increasing independence - Read many words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est.	<u>Word reading</u> - Apply phonic knowledge and skills to decode words - Read most of the graphemes for all 40+ phonemes, including the alternatives taught so far - Accurately blend sounds in most unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode many phase 5 alternatives - Accurately read aloud books that are consistent with their developing phonic knowledge - Read most of the Y 1 common exception words, noting unusual correspondences and identify where these occur in the word with increasing independence - Read most words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est.	<u>Word reading</u> - Apply phonic knowledge and skills to decode words - Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far - Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode many phase 5 alternatives - Accurately read aloud books that are consistent with their developing phonic knowledge. - Read all Y 1 common exception words, noting unusual correspondences and identify where these occur in the word. - Read words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est.	<u>Word reading</u> - Apply phonic knowledge and skills to decode words *Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far - Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g children should be able to decode many phase 5 alternatives - Accurately read aloud books that are consistent with their developing phonic knowledge - Read Y 1 common exception words, noting unusual correspondences and identify where these occur in the word. - Read words with more than 1 syllable and those that end in –s, -es, -ing, -ed, -ing, -er and –est. - Read words with contractions
	<u>Oral</u> With adult support, read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding words containing known GPCs	<u>Oral</u> With adult support, read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding words containing known GPCs	<u>Oral</u> Read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding words containing known GPCs	<u>Oral</u> Read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding words containing known GPCs	<u>Oral</u> Read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond	<u>Oral</u> Read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond	<u>Oral</u> Read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond

Language Comprehension							
	Vocabulary, Inference , Prediction , Explanation , Retrieval , Sequencing -KS1 & Summarising-KS2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
SE	Oral - With adult support and modelling, orally retell simple known stories, linked to the year 1 range - With adult support and modelling, check that the text makes sense to them as they read and, with help, correct inaccurate reading - With adult support, demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - With adult support, recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)	Oral - With adult support and modelling, orally retell simple known stories, linked to the year 1 range - With adult support, check that the text makes sense to them as they read and, with help, correct inaccurate reading - With adult support, demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - With adult support, recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)	Oral - Begin to orally retell known stories linked to the year 1 range. *Begin to check that the text makes sense to them as they read and begin to correct inaccurate reading - Begin to demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - Begin to recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)	Oral - Orally retell known stories, linked to the year 1 range with increasing confidence - Begin to check that the text makes sense to them as they read and begin to correct inaccurate reading - Begin to demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - Begin to recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)	Oral - Orally retell known stories, linked to the year 1 range - Check that the text makes sense to them as they read and correct inaccurate reading - Demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - Recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)	Oral - Orally retell known stories, linked to the year 1 range - Check that the text makes sense to them as they read and correct inaccurate reading. - Demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - Recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)	Oral - Orally retell known stories, linked to the year 1 range - Check that the text makes sense to them as they read and correct inaccurate reading - Demonstrate their understanding e.g through role play, story-telling, story mapping, discussion, drama - Recite some poems by heart e.g. nursery rhymes, Surrounded By Noise (Ian Souter) The Horseman (Walter De La Mere)
	Response - With adult support, discuss a wide range of poems, stories and non-fiction beyond their independent reading level - With adult support, answer questions orally about a shared non-fiction text e.g. what do penguins eat? - When being read to and with adult support, make simple predictions based on their own experiences. - When being read to and with adult support, make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening - With adult support, draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to Happy Feet) - With adult support, discuss the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past	Response - With adult support, discuss a wide range of poems, stories and non-fiction beyond their independent reading level - With adult support, answer questions orally about a shared non-fiction text e.g. what do penguins eat? 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V	Grammar and vocabulary - With adult support and modelling, recognise and use predictable phrases in known stories e.g. I'll huff and I' ll puff; once upon a time; happily ever after - With adult support, discuss the meaning of new words by linking to vocabulary they know e.g. unkind= not kind - With support, use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons	Grammar and vocabulary - With adult support, recognise and use predictable phrases in known stories e.g. I'll huff and I' ll puff; once upon a time; happily ever after - With adult support, discuss the meaning of new words by linking to vocabulary they know e.g. unhappy=not happy - With support, use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons	Grammar and vocabulary - Recognise and begin to use predictable phrases in known stories e.g. I'll huff and I' ll puff; once upon a time; happily ever after - Begin to discuss the meaning of new words by linking to vocabulary they know e.g. unfair= not fair - Begin to use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons	Grammar and vocabulary - Recognise and begin to use predictable phrases in known stories e.g. I'll huff and I' ll puff; once upon a time; happily ever after - Begin to discuss the meaning of new words by linking to vocabulary they know e.g. unclear= not clear - Begin to use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons	Grammar and vocabulary - Recognise and use predictable phrases in known stories with increased confidence e.g. I'll huff and I' ll puff; once upon a time; happily ever after - Discuss the meaning of new words by linking to vocabulary they know e.g. fastest= faster than anything else - Use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons	Grammar and vocabulary - Recognise and use predictable phrases in known stories e.g. I'll huff and I' ll puff; once upon a time; happily ever after - Discuss the meaning of new words by linking to vocabulary they know e.g. tallest= taller than anything else. - Use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons	Grammar and vocabulary - Recognise and use predictable phrases in known stories e.g. I'll huff and I' ll puff; once upon a time; happily ever after - Discuss the meaning of new words by linking to vocabulary they know e.g. unkind= not kind - Use age appropriate dictionaries to check the meaning of words e.g. picture dictionaries, first dictionaries, word banks developed during English lessons

