

Year 1

Objective	Learning objective	Success criteria	What does this look like?	Suggested text types
<p>Responding to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>LO share opinions about texts we have read</p>	<ul style="list-style-type: none"> • Discuss and compare events or topics that I have read about or have listened to. * Explain what I like about a book/story/poem. • Explain what is in books/stories that makes me like them, including characters or events. • Explain which stories I prefer. 	<p>Through story time, children are given the opportunity to respond.</p> <p>Some reading lessons will include the teacher reading the texts aloud and children responding to what they hear read.</p> <p>Class discussion should involve talking about different books which children have read/had read to them for pleasure and sharing opinions on this.</p> <ul style="list-style-type: none"> * Shared discussion. * Drawing favourite characters. * Creating the front cover of a favourite book. • Partner talk with sharing favourite book. • World Book Day/Sheffield book awards links. • Thumbs up, middle, down in response to the book and explain why 	<p>Class texts Non-fiction texts linked to wider curriculum Links to books at home.</p> <ul style="list-style-type: none"> * The true story of the 3 little pigs * The bear who stared by Duncan Beedle * Dread Cat by Michael Rosen * Jack and the Flum Flum tree
<p>Link what they have heard read or have read to their own experiences</p>	<p>LO link what we have heard read to what we have read or own experiences</p>	<ul style="list-style-type: none"> * Relate events from the text to my own experience. * Relate characters from the text to my own experience. * Relate aspects from what I have read to other texts. * Suggest how events or characters from what has been read to me is similar to my own experiences. * Talk about what has occurred in the book when sharing responses. 	<p>This can include responding to texts read to the children, or the text that children read themselves. Children can discuss people who they know and compare these characters.</p> <ul style="list-style-type: none"> * Find similarities by drawing pictures of characters from books. * Compare characters from books, bringing in own experiences. For example, comparing the teachers from Matilda and children describe which they would prefer. • Select characters from books and link to own aspirations. For example, talking about different characters' jobs (i.e. the Prime Minister in Mr Stink). 	<p>Texts about real-life (realistic fiction)</p> <ul style="list-style-type: none"> * Tom, Dad and Colin by Jan Burchett and Sara Vogler * Peace at last by Jill Murphy • Matilda by Roald Dahl • Super Dad's day off by Phil Earle

<p>Retelling familiar key stories</p>	<p>LO retell key events from familiar stories</p> <p>LO order events of a story</p>	<ul style="list-style-type: none"> * Name the main events of a story read or heard read. * Put the key events of a story read or heard read in the order they happened. * Identify key characters within stories Retell the key events of a story in the order they happened. * Identify key characters within stories Retell stories and parts of stories, using some of the features of story language. * Retell key events for a story using language to structure ideas (e.g. time adverbials). * Make broad summaries based on key events and characters in a text. * Summarise a character. * Amending an aspect of a story. 	<p>This will mainly be in response to stories that have been read to the children.</p> <ul style="list-style-type: none"> * Opportunities for layered reading. * Using the 5-finger retelling. * Draw a story map of the key events in a story * Order pictures representing events in stories. * Ordering pictures of events in stories but leave a blank space. * Retell events of a story using Pie Corbett Act the story out. * Create freeze frames. * Could link to recalling main events. * Using 5 finger retelling. * Can be parts of the shared text. * GDS – change an event. What would happen if ...happened. 	<p>English Learning Journey Picture books/short stories Fairy tales</p> <ul style="list-style-type: none"> * The Owl and the Pussycat
<p>Explain understanding of what has been read</p>	<p>LO recall the main points of texts I have read</p>	<ul style="list-style-type: none"> * Give the key points of what has happened in stories read independently. * Make broad summaries based on key events and characters in a text. * Summarise a character by describing what they are like. * Amending an aspect of a story. 	<ul style="list-style-type: none"> * Using 5 finger retelling. * Can be parts of the shared text. * Completing story mountains by drawing pictures of main events. * Give the children 6 events. Children identify which are the main points. 	<p>Class stories</p> <ul style="list-style-type: none"> * Mr Stink * Footpath Flower by Jon Ama Lawson * Mana Panya's Pancake by Mary and Rich Chamberlain * The Enormous Crocodile by Roald Dahl *The Gingerbread Man by Jim Aylesworth

<p>Recite rhymes and poems by heart</p>	<p>LO learn a poem to read aloud</p>	<ul style="list-style-type: none"> * Know what a poem is. * Perform a poem to the class. * Learn a short poem. * Recite a poem using actions. * Recite poems with predictable and repeating patterns. * Perform a short poem from memory to the class. * Create a rhyming string for known poems. 	<ul style="list-style-type: none"> * Sharing class poems at the end of the day and repeating these over time with children joining in. * Children learn a familiar poem to recite to the class. * Children could take a poem home to learn. * Link poetry to main events in the school calendar – Christmas/Bonfire night/Performances. 	<ul style="list-style-type: none"> * The Morning Rush * The Witches' Spell * Walking round the Zoo * Peas Please * Meet the Pirates * Senses
<p>Retrieve information</p>	<p>LO retrieve information</p>	<ul style="list-style-type: none"> * Retrieve information from part of a story. * Retrieve information from non-fiction texts. * Gain knowledge about a subject through reading. • Find information in a text about an event, character or topic. • Find specific information in simple texts read or that has been heard read. • Pick out significant events or information that occur through a text. Find key words in a text. • Extract where a specific event happened in the text. 	<p>Responding to simple retrieval questions from information presented in fiction or non-fiction texts within one – two sentences. E.g. The child stood in his rain coat waiting for the sun to shine. What was the boy wearing? Or The boy loved his new blue toy. What colour was the boy's new toy? This could link to curriculum knowledge when children are asked to retrieve from non-fiction texts. Throughout the year, the words that the children need to decode in order to answer the retrieval questions should become progressively more difficult, and the sentences which children are asked to retrieve from should contain more than one piece of information.</p> <ul style="list-style-type: none"> * Children could draw a picture to represent the text. For example, drawing a picture of the boy's new toy. • Give the children a selection of pictures for children to circle retrieval points. • Progression to giving a sentence. 	<p>Top Trumps! Any text type, including fiction and non-fiction.</p> <ul style="list-style-type: none"> * All About Flowers by Claire Throp • Matilda by Roald Dahl

<p>Identify how texts can be structured in order to present facts in fiction and non-fiction</p> <p>Identify how structure contributes to meaning</p>	<p>LO explore the structure of texts</p>	<ul style="list-style-type: none"> * Know the difference between non-fiction and story front covers and spines. * Organise simple elements of a text. * Identify and compare basic story elements, e.g. beginnings and endings in different stories. * Identify the structure of non-fiction texts. * Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. * Describe the basic purpose of some structural features in non-fiction texts. * Discuss how the labels and captions help understanding of the text. * Give a basic explanation for the purpose of structural devices. * Place key events from a story into their own basic structure (story mountain). 	<ul style="list-style-type: none"> • Labelling types of books based on picture of the front cover/inside of books. • Matching subheadings, pictures and text for a page (for example, about animals). Labelling typical features and their basic purpose. • Matching and ordering information. • Create a front cover for a given text type. • Create story maps and story mountains. • Order pictures to show the order of events in a story. • Label/match the structural devices. • Section events of a story into the start, middle and end categories. • Ordering parts of a story based upon knowledge of what part of the story mountain they would be in. 	<p>Non-fiction texts linked to topics. Traditional tales.</p> <p>Snow White by Jacob Grimm</p> <ul style="list-style-type: none"> • Sleeping Beauty by Charles Perrault • The Gingerbread Man by Jim Aylesworth • The Ugly Duckling by Hans Christian Anderson
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<p>Discuss word meanings, linking new meanings to those already known</p>	<p>LO discuss word meanings</p>	<ul style="list-style-type: none"> * Recall the meaning of tier 2 vocabulary that the teacher has explained. * Explain the meaning of the words that they see in a text. * Find synonyms for given words met in texts. * Use a given word in different sentences. * Discuss and clarify the meaning of new words. * Explore the effect of patterned language or repeated words and phrases in familiar stories. * Identify and discuss some key language elements of story language. 	<p>Children should be exposed to a wide range of vocabulary and this should be analysed by teacher modelling so that children begin to learn strategies for finding word meanings. Vocabulary should be presented in the context of a sentence.</p> <p>Finding other words with the same meaning.</p> <ul style="list-style-type: none"> * Describing the meaning of a word. <p>Using a new word in different sentences.</p> <ul style="list-style-type: none"> * Acting out the meaning of words. * Identifying the meaning of words in context, the word class and using it within different sentences (exploring the words). * Drawing pictures to represent word meanings. * Discuss the meaning of significant words met in reading linked to particular topics. * Find some words which mean the opposite. * Know the different word types within sentences. * Have a glossary in own books to add new vocabulary to. * Describing characters/settings/feelings with challenging vocabulary. 	<p>A range of poetry</p> <ul style="list-style-type: none"> * Stars and Galaxies by James Buckley, Jr * Giant Animals by Claire Llewellyn * Flotsam by David Wiesner * The Promise by Nicola Davies
<p>Discuss the significance of the title and events</p>	<p>LO identify the links between the title and events</p>	<ul style="list-style-type: none"> * Think of other appropriate story titles based on events in the story. * Predict what is going to happen based upon the title. * Identify the key events from a story and discuss how they link with the title. • Explain why stories have their title. 	<p>Discussing events within texts and how they link to the title. Predicting what might happen in stories and what a text might be about from the title.</p> <ul style="list-style-type: none"> * Draw pictures to represent the title of a story. * Cover a book up/read a bit of a story, and children then create a title and front cover. * Read the blurb of a book. Children then draw what they think the book will be about. • Selecting books from the library using titles and front covers. 	<p>A wide range- picture books or the beginning of chapter books.</p> <ul style="list-style-type: none"> • There's Something in the Garden by Paul Shipton and Jessie Eckle • Pirates by Charlotte Raby

<p>Make inferences on the basis of what has been read so far</p>	<p>LO make inferences about characters and events</p>	<p>Infer characters' feelings</p> <ul style="list-style-type: none"> • Infer what has happened based on what has been read. • Orally explain inferences from the pictures/the text. • Use clues in the text to suggest what might happen. • Use pictures to infer meaning. • Make simple inferences based upon texts of own level. • Use my own experiences and what I have previously read to make inferences. 	<p>Selecting a page from a picture book or a sentence/ couple of sentences from a chapter book for children to infer from. Extracts which are from within a book that they have read (so they know the wider context).</p> <ul style="list-style-type: none"> * Drawing pictures to show how characters feel when events occur. • Am I right? Children discuss inference statements given and say if they are true or false. • Use inference pictures for children to make inferences. • Describe how characters are feeling based upon pictures/events. 	<p>Poetry Story book Picture books</p> <ul style="list-style-type: none"> * A dark, dark tale by Ruth Brown * A place to call home by Alexia Deacon • The Tin Forest by Helen Ward • The smartest giant in town by Julia Donaldson
<p>Predict what might happen on the basis of what has been read so far Join in with predictable phrases</p>	<p>LO make predictions about events and characters</p>	<p>Use pictures in a book to predict what might happen next.</p> <ul style="list-style-type: none"> • Join in with predictable phrases. • Use the text to make simple predictions about events which might occur next. • Make predictions about how characters feel. • Use titles, cover pages, pictures and opening sections of texts to predict what the book will be about. • Use what has happened in a story to make predictions. 	<p>Children should start to make plausible predictions. Encourage the children to discuss WHY they made these (from the text). Find clues from the text to predict what might happen. Identify and use repeated phrases from stories or poems.</p> <p>Finish stories using repeated phrases.</p> <ul style="list-style-type: none"> • Retelling stories with friends. • Finishing story endings using repeated phrases. • Cloze procedure. • Story time. • Use these as models for own writing in English Learning Journey. • Give the children a comic strip of events. Children predict what will happen next. 	<p>Class stories</p> <p>Tadpole's Promise by Jeanne Willis</p> <ul style="list-style-type: none"> • Pirates by Charlotte Raby • There's Something in the Garden by Paul Shipton and Jessie Eckle • Stickman by Julia Donaldson • Brown bear, brown bear, what do you see? By Bill Martin • No, David by David Shannon • Mrs Wishy Washy's farm by Joy Cowley

		<ul style="list-style-type: none"> • Make simple predictions about how characters might act in the future. • Begin to find clues in the text/ pictures which tell you what might happen next. 	<ul style="list-style-type: none"> • Children suggest what they would like to happen next. • Predict what will happen based upon chapter titles. • Tell the children how a character is going to feel. Children guess why they will feel like this using the text. 	<ul style="list-style-type: none"> • A Squash and a Squeeze by Julia Donaldson • A Giraffe and a half by Shel Silverstein • Monkey and Me by Emily Gravett • Funnybones by Janet and Allan Ahlberg
Read words with contractions		<p>Understand what the apostrophe represents.</p> <ul style="list-style-type: none"> • Read a range of words including contractions. 	<p>Taught through 1:1 reading and teacher identifying these words through lessons.</p> <ul style="list-style-type: none"> • Butterfly wing contractions. 	<ul style="list-style-type: none"> Where's my teddy? Jez Alborough • Tadpole's Promise by Jeanne Willis
Read words containing taught GPCs and suffixes -s es -ing -ed -er and -est			<p>Taught through 1:1 reading and teacher identifying these words through lessons.</p>	

Notes -

* Word reading is taught to children through phonics, 1:1 and group reading. A heavy focus should be on developing fluent word reading as this greatly assists comprehension.

* Children should be taught how to select books.

* Children should read texts which are closely linked to phonics sessions.

- Children should be taught syllables and how to read. -

* Children should be encouraged to draw on what they already know or on background information and vocabulary. -

* Checking that the text makes sense to them as they read and correcting inaccurate reading. -

* Participate in discussion about what is read to them, taking turns and listening to what others say. How to participate in discussions should be taught. -

* Children should be encouraged to listen or read to gain knowledge to use in other subjects. -

* Books should be discussed and children should know about the blurb, author and illustrator.