****Yearly overview year 1 - shared reading

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Five Little Ducks – Action poetry and other nursery rhymesFocus – learning and reciting poetry by heart & significance of an image/CAP  | Cinderella – traditional taleFocus – Characteristics of stories & making inferences/CAP  | Owl Babies – Martin WaddellFocus – perform & vocabulary | Guess How Much I Love You? – Sam McBratneyFocus – character focus & setting description | The Planets Focus – purposes of print & presentations | The First Lunar Landing Focus –purposes of print & presentations |
| The Train Ride – June CrebbinFocus – repetition/CAP  | Peace at Last – Jill MurphyFocus – structure/summarise & perform  | Farmer Duck – Martin WaddellFocus – making inferences about characters & plotNouns verbs sort | Whose baby?Focus – Purposes of print & significance of an image  | School time, Play time – poetry Focus – rhyme & links with own experiences | Red Riding Hood – traditional taleFocus – making inferences about plot & familiar reading |
| Jasper’s Beanstalk – Nick ButterworthFocus – Comprehension & meaning/CAP | A quiet night in – Jill MurphyFocus – characteristics of an author & significance of a title | The Pig in The Pond – Martin WaddellFocus – prediction & inference | Chicken Licken – Traditional TaleFocus – making inferences & character focus | Rumpelstiltskin – traditional taleFocus – story structure & making inferences | 1. Poems around the worldFocus –Characteristics of poetry & purpose of print2. My Holiday Diary – Non-fictionFocus – links with own experiences & characteristics of a diary |
| 1. Pass the Jam JimFocus – Rhyme & alliteration/CAP2. SeasonsFocus -  | Whatever Next – Jill MurphyFocus – character study & role play | Mr Beckman’s Deli – Joy CowleyFocus – significance of image & setting description | 1. Nine Ducks Nine – Sarah HayesFocus – Repetition & rhyme2. OppositesFocus – prediction & purposes of print | Giraffes can’t dance – Giles AndreaeFocus – rhyme  |
| 1. Let’s Go By The Bus – Non-fictionFocus – Understanding & making inferences2. Christmas stories and poemsFocus – purposes of print & links with own experiences  | Six Dinner Sid – Inga MooreFocus – prediction & inference | The Tiger who Came to Tea – Judith KerrFocus – character focus & inference | Willy and Hugh – Anthony BrowneFocus – (author) prediction & inference | Elmer and Wilbur – David McKeeFocus – setting description & plot  |
| Not Now Bernard – David McKeeFocus – Repetition & expression to aid comprehension/CAP | 1. Classic poemsFocus – characteristics of poetry & characteristics of poetry2. How do you feel? PD linkFocus – purposes of print & links with own experiences | The Hungry Giant’s Soup – Joy CowleyFocus – significance of an image & inference | Gorilla – Anthony BrowneFocus – (author) characteristics of stories & `significance of a title/image | Dogger – Shirley HughesFocus – character study & inference |
|  My Body & My History – Non-fictionFocus - Features of NFT/CAP | Funnybones –Allen AhlbergFocus – characteristics of stories/ repetition through prediction | We’re Going on a Bear Hunt – Play ScriptFocus – repetition through prediction/familiar reading | Mr Big – Ed VereFocus – prediction & inference |

Fiction Non-Fiction Poetry

Overarching theme of reading for pleasure, reading aloud where able.
Comprehension skills and techniques/making inferences/vocabulary, as a spine, running consistently throughout all texts.

Pupils should be taught to:

* develop pleasure in reading, motivation to read, vocabulary and understanding by:
	+ 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 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
* understand both the books they can already read accurately and fluently and those they listen to by:
	+ 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
* participate in discussion about what is read to them, taking turns and listening to what others say
* explain clearly their understanding of what is read to them