****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 rhymes  Focus – learning and reciting poetry by heart & significance of an image/CAP | Cinderella – traditional tale  Focus – Characteristics of stories & making inferences/CAP | Owl Babies – Martin Waddell  Focus – perform & vocabulary | Guess How Much I Love You? – Sam McBratney  Focus – character focus & setting description | The Planets  Focus – purposes of print & presentations | The First Lunar Landing  Focus –purposes of print & presentations |
| The Train Ride – June Crebbin  Focus – repetition/CAP | Peace at Last – Jill Murphy  Focus – structure/summarise & perform | Farmer Duck – Martin Waddell  Focus – making inferences about characters & plot  Nouns 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 tale  Focus – making inferences about plot & familiar reading |
| Jasper’s Beanstalk – Nick Butterworth  Focus – Comprehension & meaning/CAP | A quiet night in – Jill Murphy  Focus – characteristics of an author & significance of a title | The Pig in The Pond – Martin Waddell  Focus – prediction & inference | Chicken Licken – Traditional Tale  Focus – making inferences & character focus | Rumpelstiltskin – traditional tale  Focus – story structure & making inferences | 1. Poems around the world  Focus –  Characteristics of poetry & purpose of print  2. My Holiday Diary – Non-fiction  Focus – links with own experiences & characteristics of a diary |
| 1. Pass the Jam Jim  Focus – Rhyme & alliteration/CAP  2. Seasons  Focus - | Whatever Next – Jill Murphy  Focus – character study & role play | Mr Beckman’s Deli – Joy Cowley  Focus – significance of image & setting description | 1. Nine Ducks Nine – Sarah Hayes  Focus – Repetition & rhyme  2. Opposites  Focus – prediction & purposes of print | Giraffes can’t dance – Giles Andreae  Focus – rhyme |
| 1. Let’s Go By The Bus – Non-fiction  Focus – Understanding & making inferences  2. Christmas stories and poems  Focus – purposes of print & links with own experiences | Six Dinner Sid – Inga Moore  Focus – prediction & inference | The Tiger who Came to Tea – Judith Kerr  Focus – character focus & inference | Willy and Hugh – Anthony Browne  Focus – (author) prediction & inference | Elmer and Wilbur – David McKee  Focus – setting description & plot |
| Not Now Bernard – David McKee  Focus – Repetition & expression to aid comprehension/CAP | 1. Classic poems  Focus – characteristics of poetry & characteristics of poetry  2. How do you feel? PD link  Focus – purposes of print & links with own experiences | The Hungry Giant’s Soup – Joy Cowley  Focus – significance of an image & inference | Gorilla – Anthony Browne  Focus – (author) characteristics of stories & `significance of a title/image | Dogger – Shirley Hughes  Focus – character study & inference |
| My Body & My History – Non-fiction  Focus - Features of NFT/CAP | Funnybones –Allen Ahlberg  Focus – characteristics of stories/ repetition through prediction | We’re Going on a Bear Hunt – Play Script  Focus – repetition through prediction/familiar reading | Mr Big – Ed Vere  Focus – 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