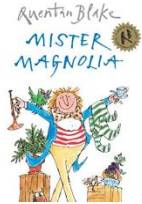
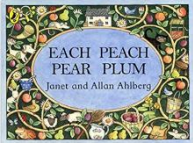
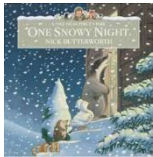
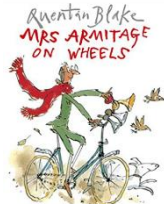


Year 1							
Reading Spine	 		<p>One Snowy Night – Nick Butterworth Each Peach Pear Plum - Janet and Alan Ahlberg Mister Magnolia - Quentin Blake Mrs Armitage - Quentin Blake Hairy MacLairy - Lynley Dodd Peace at Last - Jill Murphy There is no Dragon in this story - Lou Carter The Rainbow Fish - Marcus Pfister Not Now Bernard - David McKee The Lion Inside - Rachel Bright Pumpkin Soup - Helen Cooper The three little wolves and the big bad pig - Eugene Trivizas</p>			 	
Author of the Term	Nick Butterworth		Allan Ahlberg		Quentin Blake		
Poetry Spine	<p>Twinkle Twinkle Chocolate Bar Hey, Little Bug! When We Were Very Young The Puffin Book of Fantastic First Poems</p>						
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Diary. Reading Diaries are checked regularly in school. Every child reads to an adult each week in school and children who do not regularly read at home read more than once a week to an adult in school.</p>						
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>						
	Topic Related Texts:						
	•	• Stone Girl Bone Girl: The Story of Mary Anning	• Dragon Post • There is no Dragon in this Story	• Vlad and the Florence Nightingale Adventure	•	• Vlad and the Great Fire of London	
Reading Assessment	<ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words. (Word Reading) 2. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading) 3. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading) 4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading) 5. Read many common exception words from (English appendix 1). (Word Reading) 6. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading) 7. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading) 8. Read other words of more than one syllable that contain taught GPCs. (Word Reading) 						

9. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)
 10. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)
 11. Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)
 12. 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 he/she can read independently. (Comprehension)
 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)
 14. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)
 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)
 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
 17. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)
 18. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)
 19. Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension)
 20. Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)
 21. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)
 22. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)
 23. Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)
 24. Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)
 25. Explain clearly his/her understanding of what is read to him/her. (Comprehension)
- Answer questions in discussion with the teacher and make simple inferences. (Comprehension)