



# St Paul's Reading Curriculum Year 1



Our reading curriculum consists of three key elements within each year group:

- **Read** - the essential decoding & fluency requirements correlating directly to the National Curriculum.
- **Understand** - VIPERS comprehension skills to be taught for the specific year group.
- **Apply** - how children should apply and develop their knowledge as readers for purpose and pleasure.

## Read it!

Within KS1, the 'Read it!' section links phonic knowledge, high frequency words and common exception words.

In KS2, there is a growing emphasis on knowledge of root words, prefixes and suffixes as the building blocks for vocabulary construction and understanding.



## Understand it!

All NC comprehension objectives are met in the 'Understand it!' section and progression in VIPERS skills are detailed. Children will develop their VIPERS comprehension skills in each year group.



## Apply it!

This section examines how pupils can apply their skills and knowledge in order to become fluent, confident readers who have developed a life-long love of reading. We have outlined some of the high-quality literature that has been specifically chosen to provide texts which are appropriate, challenging and, above all, engaging.

Children in Year 1 at St Paul's will enjoy a rich and varied reading curriculum based around high quality, carefully selected texts. These books are used to teach reading and writing; explore literary technique; develop comprehension skills and promote a love of reading and performance. Our 'Thrive' selection supports our PSHE curriculum as well as helping to develop the children's social and emotional skills whilst representing British Values and our Trust Virtues. Below details a selection of texts used in Y1.



## 1. READ IT: WORD READING & FLUENCY IN Y1

WORD READING	COMMON EXCEPTION WORDS - Read Y1 common exception words			FLUENCY	
<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>read -s, -es, -ing, -ed, -er and -est endings.</li> <li>Read other words of more than one syllable that contain taught sounds.</li> <li>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> </ul>	a are ask be by come do friend full go has he	here his house I is love me my no of once	one our pull push put said says school she so some	the there they to today was we were where you your	<ul style="list-style-type: none"> <li>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>Reread texts to build up fluency and confidence in word reading.</li> </ul>

## 2. UNDERSTAND IT: VIPERS FOR COMPREHENSION IN Y1

VOCABULARY	INFERENCE	PREDICTION	EXPLANATION	RETRIEVAL	SEQUENCE
<ul style="list-style-type: none"> <li>discuss word meanings, linking new meanings to those already known</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> </ul> <p><i>PRIOR KNOWLEDGE</i></p> <ul style="list-style-type: none"> <li>That words have meanings.</li> <li>That different words can mean the same thing.</li> <li>That stories and poems can have repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>infer basic points with direct reference to the pictures and words in the text.</li> <li>discuss the significance of the title and events</li> </ul> <p><i>PRIOR KNOWLEDGE</i></p> <ul style="list-style-type: none"> <li>I know that some words can hint at meaning e.g., 'cried' means they were upset.</li> <li>I know that pictures can show me how a character feels or what a setting is like.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far.</li> <li>make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.</li> </ul> <p><i>PRIOR KNOWLEDGE</i></p> <ul style="list-style-type: none"> <li>That a prediction is me giving my opinion about what might happen next.</li> <li>That some stories have similar plots e.g., happy endings in fairy stories.</li> <li>That I can use picture clues to make a prediction.</li> </ul>	<ul style="list-style-type: none"> <li>give opinion including likes and dislikes (not NC objective).</li> <li>link what they read or hear to their own experiences</li> <li>explain clearly my understanding of what has been read to them.</li> </ul> <p><i>PRIOR KNOWLEDGE</i></p> <ul style="list-style-type: none"> <li>That my opinion is what I think, backed up with evidence from the text.</li> <li>That characters often have the same experiences. That because helps me to explain my views.</li> </ul>	<ul style="list-style-type: none"> <li>answer a question about what has just happened in a story.</li> <li>develop their knowledge of retrieval through images. recognise characters, events, titles, and information. recognise differences between fiction and non-fiction texts.</li> <li>retrieve information by finding a few key words.</li> </ul> <p><i>PRIOR KNOWLEDGE</i></p> <ul style="list-style-type: none"> <li>To listen carefully to a story and join in with actions.</li> <li>That some books are fiction, and some books give me information (non-fiction). That fiction and non-fiction books are organised differently and be able to find a contents page, title, blurb. That a blurb gives me information about a text.</li> <li>That a key word in a question will help me find an answer in the text.</li> </ul>	<ul style="list-style-type: none"> <li>retell familiar stories orally e.g., fairy stories and traditional tales sequence the events of a story they are familiar with</li> <li>begin to discuss how events are linked</li> </ul> <p><i>PRIOR KNOWLEDGE</i></p> <ul style="list-style-type: none"> <li>The plot of a few key traditional tales and fairy tales.</li> <li>Traditional story language such as once upon a time, happily ever after.</li> <li>Know some simple time words e.g., after, next, then.</li> </ul>

### 3. APPLY IT IN Y1

READING FOR PURPOSE	READING FOR PLEASURE	READING TO PERFORM/DEBATE
<p>Retrieve and record information from non-fiction texts.</p> <p><b>Reading across the curriculum</b></p> <ul style="list-style-type: none"> <li>• Reading daily dinner choices</li> <li>• Reading curriculum skills logins including Purple Mash and Reading Eggs</li> <li>• Using atlases</li> <li>• Labels around the classroom environment</li> </ul>	<p>Children are introduced to a rich variety of authors and illustrators. They are taught to ‘step into a book’ try new authors through ‘Book Talk’. Sharing ideas and recommendations helps to broaden the children’s reading experience. There are recommendations also to help parents find high quality, engaging texts to support their child’s growing interest. Reading Newsletters and links on St Paul’s website helps to keep parents up to date.</p> <div data-bbox="786 536 1205 655"> <p>50 Recommended Reads for... <b>Year 1</b> (ages 5-6)</p> </div> <div data-bbox="1245 528 1570 660"> <p>Top 100 Recommended Reads for <b>Year 1</b></p> </div>	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p> <p><b>Poems learnt by heart in Year 1</b></p> <ul style="list-style-type: none"> <li>• My den by Tony Mitton</li> <li>• Handy work by Julia Donaldson</li> <li>• One, two, three, blow! By Julia Donaldson</li> <li>• Star light, star bright – anon – Fantastic First Poems</li> <li>• Listen by Telcine Turner</li> <li>• Peas – anon – First Poems</li> </ul>