



Year group: Year 1

Term: Spring

(Objectives from NC/ELG/Development matters)

Pupils should be taught to:

- ♣ apply phonic knowledge and skills as the route to decode words
- ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ♣ read other words of more than one syllable that contain taught GPCs
- ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ♣ re-read these books to build up their fluency and confidence in word reading.

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 read 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.

Prior learning	Future learning
Children are applying sounds as a route for reading and decoding words. They are reading clearly enough to be heard by an adult.	Children will be able to express opinions about main events and stories. Will use newly learnt words in a specific and appropriate way. Children will be able to discuss interesting words and seek meaning to unknown words.

What pupils need to know or do to be secure			
Key knowledge and skills			
Decoding	Reading Comprehension	The Reader	Speaking and Listening
Can apply sounds taught for reading. Can read clearly and loudly enough to be heard by an adult. Can recall the sounds taught this term. Can identify split digraphs. Read words with suffixes taught. Score 24/40 on mock PSC.	Discuss sequence of events in a book. Make inferences based on information they have. Participate in discussions about books being read. Link what they have read to own experiences.	Read CEW that have been taught this term. Understands the use of a full stop, exclamation mark and question mark when reading. Begin to read with expression.	Is aware when a message is unclear and comments or asks for explanation Compares words, the way they look, sound or mean: Can say a sentence they want to write clearly and with minimal mistakes. Takes turns to talk, listen, and respond in two-way conversations and groups.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction Passwords on doors Reading cafes SEN cafes SEN library bus Flashcards Mixed year group reading opportunities (e.g Y1 reading to Reception) Sharing books with peers Access to teacher books and sharing books that have already been read in their own way. Sound tubs.	Cognition and Learning 1:1 intervention Lessons relevant to learning level Decodable books sent home linking to the learning for that week. Sound mats Sounds displayed in the classroom to access.
Social, Emotional and Mental health Achievements linking to Thinkosaur, tryosaur - Growth Mindset Reading a story that they enjoy in their own way to their peers at the end of the day.	Sensory and Physical Writing in sand Writing in Glitter Writing on top of paint bags Chalk writing on pavements/walls Large A4 flashcards Magnetic letters