



## Year 1 Reading Curriculum

### Autumn 1

					
<b>Genre: Poetry</b> <b>National Curriculum references</b> Discuss the sequence of events in books and how items are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions about a text Predict what might happen on the basis of what has been read so far Participate in discussion about books					
	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1 Pgs 2-7	✓	✓		✓	✓
Week 2 Pgs 8-15	✓	✓	✓	✓	✓
					
<b>Genre: Fiction</b> <b>National Curriculum references</b> Discuss the sequence of events in books and how items are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions about a text Predict what might happen on the basis of what has been read so far Participate in discussion about books					
Week 3 Pgs 2--7	✓	✓		✓	
Week 4 Pgs 8-15	✓	✓	✓	✓	✓

**What covers you?**

1. We all have a covering. These are lots of different ones. Coverings can keep some animals warm, protect animals, some coverings can help animals find a mate.

2. A monkey has hair. A horse has hair. What other animal has hair?

3. A sheep has wool. A goat has wool. What other animal has wool?

4. A porcupine has feathers. A duck has feathers. What other animal has feathers?

5. A bear has fur. A fox has fur. What other animal has fur?

6. A snake has scales. A crocodile has scales. What other animal has scales?

7. A turtle has a shell. A crab has a shell. What other animal has a shell?

8. What covering do you have? What covering do you have? What covering do you have?



**Genre: Non-fiction (Reading card Red 5)**

**National Curriculum references**

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

Answer and ask questions about a text

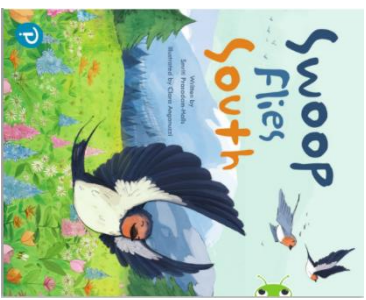
Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓	✓	✓	
Week 6	✓	✓		✓	

**Autumn 2**

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
	 <p><b>Genre: Fiction</b>  <b>National Curriculum references</b>            Discuss the sequence of events in books and how items are related            Discuss and clarify the meanings of words, linking new meanings to known vocabulary            Draw on what they already know or on background information and vocabulary provided by the teacher            Check that the text makes sense to them as they read, and correcting inaccurate reading            Make inferences on the basis of what is being said and done            Answer and ask questions about a text            Predict what might happen on the basis of what has been read so far            Participate in discussion about books</p>				
<b>Week 1</b> Pgs 2-7	✓	✓		✓	✓
<b>Week 2</b> Pgs 8-15	✓	✓	✓	✓	✓
	<p><b>Genre: Fiction</b>  <b>National Curriculum references</b>            Discuss the sequence of events in books and how items are related            Discuss and clarify the meanings of words, linking new meanings to known vocabulary            Draw on what they already know or on background information and vocabulary provided by the teacher            Check that the text makes sense to them as they read, and correcting inaccurate reading            Make inferences on the basis of what is being said and done            Answer and ask questions about a text            Predict what might happen on the basis of what has been read so far            Participate in discussion about books</p>				
<b>Week 3</b> Pgs 2-7	✓	✓		✓	✓
<b>Week 4</b> Pgs 8-15	✓	✓	✓	✓	✓






**Genre: Non-fiction (Reading card Brown 2)**  
**National Curriculum references**  
 Discuss the sequence of events in books and how items are related  
 Discuss and clarify the meanings of words, linking new meanings to known vocabulary  
 Draw on what they already know or on background information and vocabulary provided by the teacher  
 Check that the text makes sense to them as they read, and correcting inaccurate reading  
 Make inferences on the basis of what is being said and done  
 Answer and ask questions about a text  
 Predict what might happen on the basis of what has been read so far  
 Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
<b>Week 5</b>	✓	✓		✓	✓
<b>Week 6</b>	✓	✓	✓	✓	

**Spring 1**

 <p><b>Genre: Fiction</b>  <b>National Curriculum references</b>          Discuss the sequence of events in books and how items are related          Discuss and clarify the meanings of words, linking new meanings to known vocabulary          Draw on what they already know or on background information and vocabulary provided by the teacher          Check that the text makes sense to them as they read, and correcting inaccurate reading          Make inferences on the basis of what is being said and done          Answer and ask questions about a text          Predict what might happen on the basis of what has been read so far          Participate in discussion about books</p>					
	<b>Word in context</b>	<b>Retrieve information</b>	<b>Sequence events</b>	<b>Make inferences</b>	<b>Predict</b>
<b>Week 1</b> Pgs 2-9	✓	✓		✓	
<b>Week 2</b> Pgs 10-15	✓	✓	✓	✓	✓
<p><b>Genre: Fiction</b>  <b>National Curriculum references</b>          Discuss the sequence of events in books and how items are related          Discuss and clarify the meanings of words, linking new meanings to known vocabulary          Draw on what they already know or on background information and vocabulary provided by the teacher          Check that the text makes sense to them as they read, and correcting inaccurate reading          Make inferences on the basis of what is being said and done          Answer and ask questions about a text          Predict what might happen on the basis of what has been read so far          Participate in discussion about books</p>					
<b>Week 3</b> Pgs 2-9	✓	✓		✓	✓
<b>Week 4</b> Pgs 10-15	✓	✓	✓	✓	✓





## THE CAT IN THE HAT


1. Look of children learn to read with this book. The blue one had the words one more. The same words are used over and over. They make a good story.
2. Many words have the same sounds of one another. It's a good book to see a very many colours on them. It makes it easy to see the pictures.
3. The story is about two children. One is called Cat. He brings the story to them. It is funny and they love nothing to do about it. He reads it to them. He makes a big mess in the house. The family get his cats out the cat.
4. The cat brings two friends... The Cat and Thing One and Thing Two with a hat. Then they make a mess. The children catch them. They make a mess. The children catch them. They make a mess. The children catch them. They make a mess. The children catch them.
5. Dr Seuss made up some of the words for this book. He made up words for his other books too. He made up words for his other books too. He made up words for his other books too.

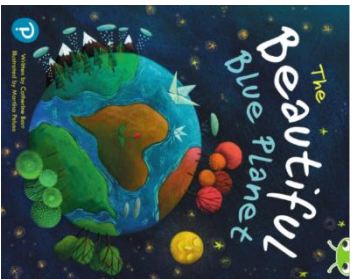
### Genre: Non-fiction (Reading card Red 4) National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

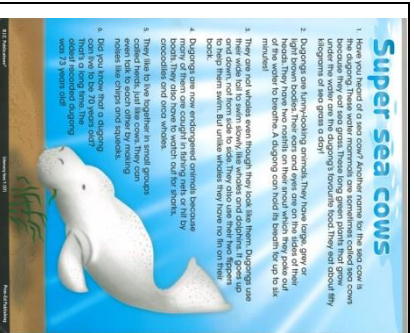
	Word in context	Retrieve information	Sequence events	Make inferences	Predict
<b>Week 5</b>	✓	✓		✓	
<b>Week 6</b>	✓	✓	✓	✓	✓

**Spring 2**

<p><b>Genre: Fiction</b>  <b>National Curriculum references</b>                  Discuss the sequence of events in books and how items are related                  Discuss and clarify the meanings of words, linking new meanings to known vocabulary                  Draw on what they already know or on background information and vocabulary provided by the teacher                  Check that the text makes sense to them as they read, and correcting inaccurate reading                  Make inferences on the basis of what is being said and done                  Answer and ask questions about a text                  Predict what might happen on the basis of what has been read so far                  Participate in discussion about books</p>					
					
	<b>Word in context</b>	<b>Retrieve Information</b>	<b>Sequence events</b>	<b>Make inferences</b>	<b>Predict</b>
<b>Week 1</b> Pgs 2-9	✓	✓		✓	✓
<b>Week 2</b> Pgs 10-15	✓	✓	✓	✓	
	<p><b>Genre: Fiction</b>  <b>National Curriculum references</b>                  Discuss the sequence of events in books and how items are related                  Discuss and clarify the meanings of words, linking new meanings to known vocabulary                  Draw on what they already know or on background information and vocabulary provided by the teacher                  Check that the text makes sense to them as they read, and correcting inaccurate reading                  Make inferences on the basis of what is being said and done                  Answer and ask questions about a text                  Predict what might happen on the basis of what has been read so far                  Participate in discussion about books</p>				
<b>Week 3</b> Pgs 2-7	✓	✓		✓	✓
<b>Week 4</b> Pgs 8-15	✓	✓	✓	✓	



**Super sea cows**





1. How fast would a sea cow? A sea cow is slow because they eat sea grass. These long green plants that grow in deep water are called seagrass. They eat seagrass all day!
2. Dugongs are burrowing animals. They have long, grey or light brown bodies. They eat and swim on the bottom of their bodies. They have long, thin tails. They can dig up to six metres!
3. They can't breathe even though they look like there. Dugongs are mammals. They have lungs and a brain. They can't breathe underwater. They have to come up to the surface to breathe. They can't breathe underwater.
4. Dugongs are slow endogenous animals because they eat and swim on the bottom of their bodies. They have long, thin tails. They can dig up to six metres!
5. They like to live together in small groups called pods. Just like cows, they can make milk for their calves. They can make milk for their calves.
6. Did you know? They are dugongs! They are dugongs! They are dugongs!

**Genre: Non-fiction (Reading card Black 2)**  
**National Curriculum references**  
 Discuss the sequence of events in books and how items are related  
 Discuss and clarify the meanings of words, linking new meanings to known vocabulary  
 Draw on what they already know or on background information and vocabulary provided by the teacher  
 Check that the text makes sense to them as they read, and correcting inaccurate reading  
 Make inferences on the basis of what is being said and done  
 Answer and ask questions about a text  
 Predict what might happen on the basis of what has been read so far  
 Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
<b>Week 5</b>	✓	✓	✓	✓	
<b>Week 6</b>	✓	✓		✓	



**Summer 1**

		<b>Genre: Poetry</b> <b>National Curriculum references</b>				
		<p>Discuss the sequence of events in books and how items are related</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions about a text</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books</p>				
		<b>Word in context</b>	<b>Retrieve information</b>	<b>Sequence events</b>	<b>Make inferences</b>	<b>Predict</b>
<b>Week 1</b> <b>Pgs 2-7</b>		✓	✓		✓	✓
<b>Week 2</b> <b>Pgs 10-15</b>		✓	✓	✓	✓	✓
		<p><b>Genre: Fiction</b> <b>National Curriculum references</b></p> <p>Discuss the sequence of events in books and how items are related</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions about a text</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books</p>				
		<b>Word in context</b>	<b>Retrieve information</b>	<b>Sequence events</b>	<b>Make inferences</b>	<b>Predict</b>
<b>Week 3</b> <b>Pgs 2-7</b>		✓	✓		✓	✓
<b>Week 4</b> <b>Pgs 8-15</b>		✓	✓	✓	✓	

### The classroom pet

1. Do you have a class pet? We do and his name is Freddie. He's so cute!

2. Freddie is a rabbit. He is white with brown spots. He has big floppy ears that he wags to show you he's happy. He is a little bit shy but we don't let him.

3. In our class Freddie lives in a cage by the girls' table. We can take him out sometimes during reading. He likes to hop around the class books. He really likes picture books.

4. Freddie is funny. Sometimes he gets very active in his cage. He will scratch at the woodchips and dig little holes. One time he dug a hole that all the chips were flying out of the cage!

5. Everyone in the class takes turns looking after him. We feed him two times a day. In the morning we give him some fresh vegetables like carrots, lettuce, and broccoli. We give him fresh water bottles every day.

6. We even get to take Freddie home! We have to take him to school every day. We have to take his food cage and water bottle home. It is a special job because we have to take care of him. He has been very good. Freddie loves to hop!

7. I get to take him home. He is so cute. I love him. I get to take him home. He is so cute. I love him. I get to take him home. He is so cute. I love him.



### Genre: Non-fiction (Reading card Black 4)

#### National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

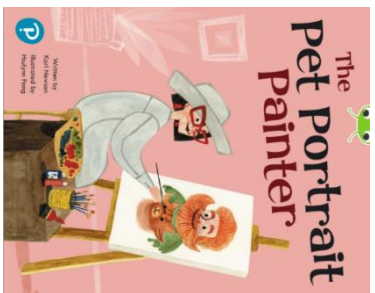
Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

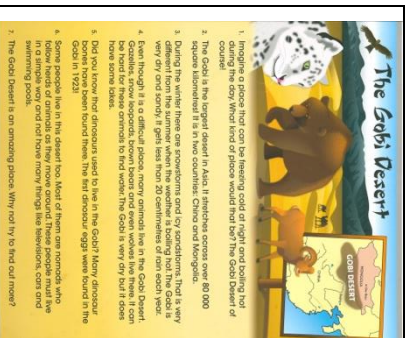
Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓	✓		
Week 6	✓	✓		✓	

**Summer 2**

					
<p><b>Genre: Poetry</b>  <b>National Curriculum references</b>          Discuss the sequence of events in books and how items are related          Discuss and clarify the meanings of words, linking new meanings to known vocabulary          Draw on what they already know or on background information and vocabulary provided by the teacher          Check that the text makes sense to them as they read, and correcting inaccurate reading          Make inferences on the basis of what is being said and done          Answer and ask questions about a text          Predict what might happen on the basis of what has been read so far          Participate in discussion about books</p>					
	<b>Word in context</b>	<b>Retrieve information</b>	<b>Sequence events</b>	<b>Make inferences</b>	<b>Predict</b>
<b>Week 1</b> Pgs 2-9	✓	✓		✓	✓
<b>Week 2</b> Pgs 10-15	✓	✓	✓	✓	
<p><b>Genre: Fiction</b>  <b>National Curriculum references</b>          Discuss the sequence of events in books and how items are related          Discuss and clarify the meanings of words, linking new meanings to known vocabulary          Draw on what they already know or on background information and vocabulary provided by the teacher          Check that the text makes sense to them as they read, and correcting inaccurate reading          Make inferences on the basis of what is being said and done          Answer and ask questions about a text          Predict what might happen on the basis of what has been read so far          Participate in discussion about books</p>					
<b>Week 3</b> Pgs 2-7	✓	✓		✓	✓
<b>Week 4</b> Pgs 8-15	✓	✓	✓	✓	✓





**Genre: Non-fiction (Reading card Black 5)**

**National Curriculum references**

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
<b>Week 5</b>	✓	✓	✓		✓
<b>Week 6</b>	✓	✓		✓	