Year
1 R
Reading
Curriculum

Pgs 8-15	Week 4	Pgs 27	Week 3		Pgs 8-15	Week 2	Pgs 2-7	Week 1		
	<		<			<		<	Word in context	the Storm
	<		<	<ul> <li>Genre: Fiction</li> <li>National Curriculum references</li> <li>Discuss the sequence of events in books and how items are related</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions about a text</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books</li> </ul>		<		~	Retrieve information	Year 1 Reading Curriculum           Autumn 1           Autumn 1           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
	<			in books and how items are re s of words, linking new meanii w or on background informati e to them as they read, and co to them as they read, and co to them as they read, and to t a text he basis of what has been rea pooks		<			Sequence events	Year 1 Reading Curriculum         Autumn 1         Autumn 1         ces         Ings of words, and how items are related         now or on background information and now or on background information and sthey read, and correcting         of what is being said and done         out a text         out a text         un the basis of what has been read so far
	<		<	s are related meanings to known vocabulary ormation and vocabulary provided b and correcting inaccurate reading done een read so far		<		~	Make inferences	<b>n</b> s are related meanings to known vocabulary formation and vocabulary provided by and correcting inaccurate reading done een read so far
	۲			y the teacher		<		<	Predict	/ the teacher

Week 6	Week 5		
<	<	Word in context	What was accounting There are a constructing the there are accounting the there are an accounting the there are an accounting the there are an accounting the there are accounting the there accounting the there are accounting the there are a
<	<	<b>Retrieve information</b>	<ul> <li>What covers you?</li> <li>What covers you?</li> <li>Genre: Non-fiction (Reading card Red 5)</li> <li>National Curriculum references</li> <li>Discuss the sequence of events in books and how items are related</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions about a text</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books</li> </ul>
	۲	Sequence events	rd Red 5) in books and how items are related s of words, linking new meanings to w or on background information an t them as they read, and correcti t them as they read, and correcti what is being said and done t a text he basis of what has been read so f books
<	~	Make inferences	elated ngs to known vocabulary on and vocabulary provided b rrecting inaccurate reading d so far
		Predict	y the teacher

Year 1
Reading
Curriculum

Week 4 Pgs 8-15	Pgs 2-7	Week 3		Week Z Pgs 8-15	Pgs 2-7	Week 1		
<		<	Swoop Flies out	~		×	Word in context	the Bad
<		<	<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	~		~	<b>Retrieve information</b>	Autumn 2         Genre: Fiction         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
<			in books and how items are re s of words, linking new meanir w or on background informatic t to them as they read, and co what is being said and done t a text he basis of what has been reac books	~			Sequence events	Autumn 2 in books and how items are re s of words, linking new meanir w or on background informatio to them as they read, and con to them as they read, and done to thet is being said and done t a text t a text he basis of what has been read pooks
<		<	ns are related v meanings to known vocabulary Iformation and vocabulary provided by I, and correcting inaccurate reading d done d done	<		~	Make inferences	ns are related w meanings to known vocabulary nformation and vocabulary provided by 1, and correcting inaccurate reading d done d done been read so far
		<	y the teacher			×	Predict	y the teacher

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ntext	Word in context	
Participate in di	colous. This experiment would not work with woter because working-up liquid would mus into the worker	colour. This experiment would in liquid would mix into the water
Predict what mi	colcurs still writ and move even when you have the catter bad but of the mit. Milk and washing-up liquid cannot mix to they will separate. That is why the obclass will swit ansard but not mix with the milk or change the	of the milk. 1. Milk and washing-up liquid co the colours will swift around by
Answer and ask	States Add another dop of warking-up liquid to the cotton bud. Procise putting it in different piaces on the picite in the milk. Notice that the	Add another drop of washing- putting if in different places or
Make inference	Step 4. Step 4. Now place a drop of weating-up liquid on the other end of the coltan Now place a drop of weating-up liquid on the other mild. Houd Put the scopy end of the coltan bud into the mild be of the mild head to be an store of a columnity.	Step 4 Now place a drop of washing bud. Put the scopy end of the Hold it there by 10 to 15 secon
Check that the t	sphily lade. Its ny/souch oppen?	Skep 4 Take a clean cotton bud and lightly touch it to the middle of the picke. It's important not to still remails, only fouch it. Do you think anything will happen?
Draw on what t	a deops	Add one drop of each food colouring to the milk. Keep the drops close to the middle of the plate
Discuss and clar	to the second seco	centimetre of milk. Moke sure the milk is flat with no bubbles.
Discuss the sequ		Step 1. Pour mill onto the plate. Cover the bottom of the slate with about 1
<b>National Curric</b>	timent with \$ 000% \$	<ol> <li>This milk is magical This experiment with milk will amaze your triends. It's easy and you probably have everything you'll need at home. Read the steps to see</li> </ol>
Genre: Non-fict	Things you will need:	magle mills

### ienre: Non-fiction (Reading card Brown 2)

ational Curriculum references

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

rify the meanings of words, linking new meanings to known vocabulary

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

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

	Word in context	<b>Retrieve information</b>	Sequence events	Make inferences	Predict
Week 5	~	~		~	~
Week 6	<	~	$\checkmark$	<	

Week 4 Pgs 10-15	Pgs 2-9	Week 3		Week 2 Pgs 10-15	Pgs 2-9	Wook 1		
<		<	KING CAR Water and the second	<		<	Word in context	Fine great solution of the sol
<		<	<ul> <li>Genre: Fiction</li> <li>National Curriculum references</li> <li>Discuss the sequence of events in books and how items are related</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions about a text</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books</li> </ul>	<		<	<b>Retrieve information</b>	Spring 1         Genre: Fiction         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
<			n books and how items are re of words, linking new meanii v or on background informati to them as they read, and co what is being said and done a text ne basis of what has been rea ooks	<			Sequence events	Spring 1 n books and how items are related of words, linking new meanings to k v or on background information and to them as they read, and correcting what is being said and done a text ne basis of what has been read so far ooks
<		<	lated ngs to known vocabulary on and vocabulary provided b rrecting inaccurate reading d so far	<		<	Make inferences	elated ngs to known vocabulary on and vocabulary provided b rrecting inaccurate reading d so far
<	N	<	y the teacher	<			Predict	y the teacher

Week 6	Week 5		2. Dr Sauss made up some of the words for this book! Ide made up words for his other books too. You should read them all You will low them as well	ming cine and rung way with a net.then may make the call clean up the mess. He leaves just before Mum comes home.	<ul> <li>The call bring two fixedu—Thing One and Thing Two. They file clubs in the house. They moke a mass The clubter calch</li> </ul>	does that for the observation of	Acceled Salv, Her bother talk the story. Mum hors grane cut: They are from a done. It is uning and they have nething to do. A cret waterior or high text creates in Her	see the pictures . The sloor is about two children. One is	<ul> <li>The end.The whole book is like a very long poem. It is very clever.</li> <li>The pickures are funny too. There are not</li> </ul>	words are easy. The same words are used over and over. They make     a good story.     Many words have the same sounds at	<ol> <li>The carl in the hart is the best book! It is great fun to read. You should read it!</li> <li>Lots of children learn to read with this book. The lines are short. The</li> </ol>	THE CAT IN THE HAT
~	<	Word in context	Participate in discussion about books	Predict what might happe	Answer and ask questions about a text	Make inferences on the ba	Check that the text makes	Draw on what they alread	Discuss and clarify the me	Discuss the sequence of ev	National Curriculum references	THE CAT IN THE HAT Genre: Non-fiction (Reading card Red 4)
~	$\checkmark$	<b>Retrieve information</b>	bout books	Predict what might happen on the basis of what has been read	about a text	Make inferences on the basis of what is being said and done	Check that the text makes sense to them as they read, and correcting inaccurate reading	Draw on what they already know or on background information and vocabulary provided by the teacher	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Discuss the sequence of events in books and how items are related	ences	ing card Red 4)
~		Sequence events		been read so far		nd done	d, and correcting inaccurat	nformation and vocabular	w meanings to known voc	ms are related		
~	Ý	Make inferences					te reading	y provided by the teacher	abulary			
	<	Predict										

Week 4 Pgs 8-15	Pgs 2-7	Week 3			Pgs 10-15	Week 2	Pgs 2-9	Week 1										
<		<		Seautiful		~		<	Word in context	Vinne in Vinne Columer V					Henrietta X	A Home		
<		<	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 Predict what might happen on the basis of what has been read so far Participate in discussion about books	Genre: Fiction National Curriculum references Discuss the sequence of events in books and how items are related		~		<	Retrieve information	Predict what might happen on the basis of what has b Participate in discussion about books	Answer and ask questions about a text	Make inferences on the basis of what is being said and	Check that the text makes sense to them as they read	Draw on what they already know or on background information and vocabulary provided by the teacher	Discuss and clarify the meanings of words. linking new meanings to	National Curriculum references	Genre: Fiction	
<			v or on background informati v or on background informati to them as they read, and co what is being said and done what is being said and done a text a text ooks	n books and how items are re		<			Sequence events	ne basis of what has been read so far ooks	a text		to them as they read, and co	v or on background informati	of words, linking new meani			Spring 2
<		<	ineanings to known vocabulary ormation and vocabulary provided by and correcting inaccurate reading done een read so far	blated		~		<	Make inferences	d so tar			and correcting inaccurate reading	on and vocabulary provided by	is are related meanings to known vocabulary			
		<	/ the teacher					<	Predict					the teacher				

5	9	9		μ	N	-	
	Did you know that a dugang can live to be 70 years old? That's a long time. The oldest recorded dugang was 73 years old!	They like to live together in small groups called herds, just like cows. They can even talk to each other by making noises like chirps and squeaks.	Dugangs are now endangered animals because many of them are caught in fishing nets or hill by boats. They also have to watch out for sharks, crocodiles and area whates.	Twy on not wholes even though they look its them. Dupong use their wide for all swinn show, this wholes and dopthmic til persu- nard down not from side to skip. Two all use their hes figures to help them swim. But unlike wholes they have no fin on their book.	Dupong are funny-locking animatis They have large, gare or light before hoofes. They have large and entry failed of their loads. They have have notiful on their nout which may pole out of the water to beather. A dugong can hold its beath for up to su minutes!	Keyw you haved of a use cow? Another name for the size cow is the support. These works maximum can samelines colled sec core because they out sea grant. These long green plants that grow under the water on the dupping's forountle food. They sat about thy islograms of sea grans a dary!	V
	e to L e to L reco	herd like c	igs of the of they diles	ide the	igs or rown They wate	gong gong the th the v	uper sea cows
100	w the se 70 g time ded	ive to sust shirps	and a nov	t who sil to not in swit	e fun bodii have	The avector	õ
Sec. 3	year e.The dugo	geth like o	N BUCO	swim om si m. Bu	ny-lo ss. Th two	of a s te wa are th grast	-
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1000		1000	10	ong	E S S S	apo grad sec	

## Genre: Non-fiction (Reading card Black 2)

### National Curriculum references

Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss the sequence of events in books and how items are related

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

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	Word in context	<b>Retrieve information</b>	Sequence events	Make inferences	Predict
Week 5	~	< <	×	< <	
Week 6	~	~		$\checkmark$	

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Pgs 8-15	Week 4	Pgs 2-7	Week 3		Pgs 10-15	Week 2	Pgs 2-7	Week 1		
	٩		٩			<		< <	Word in context	P. 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		۲		<	Retrieve information	Summer 1         Genre: Poetry         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 provic         Check that the text makes sense to them as they read, and correcting inaccurate readi         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
	<			books and how items are related of words, linking new meanings to k or on background information and to them as they read, and correcting what is being said and done a text e basis of what has been read so far poks		٩			Sequence events	Summer 1 1 books and how items are related of words, linking new meanings to k 7 or on background information and to them as they read, and correcting what is being said and done a text a text e basis of what has been read so far poks
	٩		٩	s are related meanings to known vocabulary ormation and vocabulary provided by and correcting inaccurate reading done een read so far		٩		×	Make inferences	ns are related / meanings to known vocabulary formation and vocabulary provided by the teacher , and correcting inaccurate reading 1 done 9 done 9 done
			<	the teacher		<		~	Predict	the teacher

Vinneng han 1000	RIC Publications"
hts mp bedoom, y dog.	<ol> <li>I get to take him home this weekend. II show him my bedroom my garden and even my dag. Snuttes, I bet they will be great friends.</li> </ol>
ne on Friday. d. carge ond 1 special Job 1 your have as loves to	<ul> <li>We even get to take Fractise homely Mits Smith picks someone on Friday.</li> <li>We have to take his food, cape and water bottle home. If's a special job and you can only do if it you have been very good. Frecklet loves to travel.</li> </ul>
kes fursi locking offer rms a day in the servon. Nit locurite serve if wood pecial water	5. Sevepore in the class takes turs locating after him. We lead thim too tims a day in the maning and in the afteroon, iki forounite locations carries, lettrus, in tura and taroccol. We give him pieces of wood to chew too, its has a special water bothe we fill every day.
Freckies is furry Sometimes he gets very active in his cage. He will sourch at the woodchips and dig ittle holes. One time he dug a hole when Mts Smith was bloching mathematicate and ging so hard that all the chips were flying out of the cage!	4. Freckles is furny. Sometimes he gets very act scratch of the woodchips and dig little holes when Mrs Smith was teaching maths. He was that all the chips were flying out of the cage!
In our class Frecites lives in a cage by Mrs Smith's desk. We can take him our sometimes during reading, the lites to hop around the class and see new things. We have to watch him because he lites to chew on books! He really lites picture books.	<ol> <li>In our class Freckles lives in a cage him out sometimes during reading, and see new things. We have to war books! He really likes picture books.</li> </ol>
Freckles is a rabbit He is white with brown spots. He has big, floppy easi freckles is a saft to fouch and he likes it when we scratch his head. He is about the sites of a tissue occ. He is a little fat, but we don't tell him that. It would hurt his feelings.	<ol> <li>Freckles is a rabbit. He is whith Freckles is so soft to touch an is about the size of a tissue ba that. It would hurt his feelings.</li> </ol>
The classroom pet 1. Do you have a class per? We do and his name is Freckles. He's so cute!	1. Do you have a class p

## 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

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

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Pgs 8-15	Week 4	Pgs 2-7	Week 3		Pgs 10-15	Week 2	Pgs 2-9	Week 1		
	<		~	the the terms of terms of the terms of ter		<		~	Word in context	Pet Portrait Painter,
	<		~	<ul> <li>Genre: Fiction</li> <li>National Curriculum references</li> <li>Discuss the sequence of events in books and how items are related</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions about a text</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books</li> </ul>		<		۲	Retrieve information	Summer 2         Genre: Poetry         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
	<			I books and how items are related of words, linking new meanings to k or on background information and v to them as they read, and correcting vhat is being said and done a text a text e basis of what has been read so far poks		<			Sequence events	Summer 2 n books and how items are re of words, linking new meanir v or on background informatic to them as they read, and cou to them as they read, and done what is being said and done a text a text ne basis of what has been read ooks
	<		~	ated gs to known vocabulary n and vocabulary provided by recting inaccurate reading so far		<		<	Make inferences	lated ngs to known vocabulary on and vocabulary provided b rrecting inaccurate reading d so far
	<		~	the teacher				<	Predict	y the teacher

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Same secold live in his disart loo. Mant of them are normady who taken wheth of animatic at they mave accound. These secold must be an in a simple way and not have many things like televisions, cars and swimming book. The Gobi Desert is an amazing place. Why not try to find out more?		temptine or places that care be insuring cold of high fact being high results. Be also also also also also also also also	THE EXPLOSED

# 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

<ol> <li>The Gobi Desett is an am</li> </ol>	<ol> <li>The Gody Deset is an amazing place. Why not iny to find out more?</li> </ol>				
	Word in context	<b>Retrieve information</b>	Sequence events	Make inferences	Predict
Week 5	<	< <	< <		<
Week 6	< <	< <		< <	