

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Reading Year 1

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	The Dinosaur's Diary	The Last Polar Bears	The Twits	A Bear Called Paddington	Anna Hibiscus	The Sandman and the Turtles
Non-Fiction	How Does Chocolate Taste on Everest?	Iceberg	Mary Seacole	This is How We Do It	How did that get in my lunchbox?	The Big Book of the Blue
Picture Book	FunnyBones	Peace at Last	The Tiger Who Came to Tea	Sulwe	Eight Nights, Eight Lights	Sally and the Limpet
Other	<p style="text-align: center;">Poetry Feel the Beat Character Education The Dot Archaic The Tortoise and the Hare, The Three Billy Goats Gruff, The Owl and the Pussycat, Rumpelstiltskin</p>					

Content Declarative Knowledge 'I know' and Skills Procedural Knowledge 'I know how to'

Comprehension	Word Reading	Spoken Language
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<p>*I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</p> <p>*I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced</p> <p>*I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</p> <p>*I can enjoy and understand rhymes and poems, and can recite some by heart</p> <p>*I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>*I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.</p> <p>*I can usually spot if a word has been read wrongly by following the sense of the text</p> <p>*I can talk about the title and events in books I have read or heard read.</p> <p>*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>*I can say what might happen next in a story.</p> <p>*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say</p>	<p>*I can use letter sounds to work out and read new words.</p> <p>*I can say quickly the sound of all the letters and letter groups.</p> <p>*I can read new words correctly by blending the letter and letter group sounds I have been taught.</p> <p>*I can read some common exception words and see where the letter sounds are different.</p> <p>*I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, -er and -est.</p> <p>*I can read words of more than one syllable using sounds that I have been taught.</p> <p>*I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.</p> <p>*I can read aloud books that use letters and letter groups I have been taught.</p> <p>*I can use the sounds I know to re-read books more fluently and with more confidence.</p>	<p>*I can listen to and talk about a wide range of poems, stories and non-fiction.</p> <p>*I can join in a talk about the title and what happens in a book.</p> <p>*I can recite some poems and rhymes by heart</p> <p>*I can say out loud what I am going to write about.</p> <p>*I can speak a sentence before writing it.</p> <p>*I can read aloud my writing clearly enough to be heard by the group and the teacher</p> <p>*I can use words about the time (including telling the time using o'clock and half past).</p> <p>*I can discuss and solve problems in familiar practical contexts, including using quantities.</p>
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*I can explain clearly my understanding of texts which have been read to me.

