



St. Walburga's Catholic Primary School
Reading Scheme



YEAR 1	AUTUMN	SPRING	SUMMER
TOPICS	Granma's Toys Winter Wonderland	Castles Twisted Tales	Explorers The Great Outdoors
TEXTS	F - Dogger by Shirley Hughes F - Can't You Sleep Little Bear by Martin Waddell F - Lost in the Toy Museum by David Lucas N/F – Toys texts F - Lily and the Snowman [<i>Literacy Shed</i>] F - The Storm Whale by Benji Davies F - Mog's Christmas by Judith Kerr N/F – Seasons texts P – Acrostic Poems	N/F - The Castle the King Built by Rebecca Colby N/F – Castles N/F – Inside a Castle F - George and the Dragon by Chris Wormell F - The Worst Princess by Anna Kemp F - Prince Cinders by Babette Cole F - The 3 Little Wolves and the Big Bad Pig by Eugene Trivizas P – Rhyming Poems	F - Beegu by Alexis Deacon F - The Way Back Home by Oliver Jeffers N/F - Christopher Columbus N/F - Neil Armstrong F - The Bug Collector by Alex Griffith N/F - The Big Book of Bugs by Yuval Zommer N/F - Minibest Information texts including Life Cycles P – Shape Poems

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	- Confidently applies phonic knowledge and skills as the route to decode words – review Phases 2-4 with a focus on Phase 5. - Speedily reads all 40+ letters for 40+ phonemes and confidently reads accurately by blending taught GPCs. - Read words containing common suffixes, e.g. -s, -es, -ing, -ed, -er, -est - Read multi-syllable words containing taught GPCs. - Read words with contractions, e.g. I'm, I'll and we'll, understanding the use of the apostrophe.	1:1 reading with adults [Individual Reading Records and Guided Reading Records] <i>Twinkl</i> Phonics Scheme Consolidate Phases 2-4
Word Reading: CEWs	- Consolidate reading of Common Exception Words for Phases 2, 3 and 4 [<i>the, no, to, go, I, into, he, she, we, me, be, was, my, you, her, they, all, are, said, have, like, so, do, some, come, were, there, little, one, when, out, what</i>] - Read Common Exception Words for Phase 5 [<i>oh, their, people, Mr, Mrs, looked, called, asked, could</i>] - Read all 45x Y1 Common Exception Words, noting unusual correspondences between the spelling and sound and where these occur in words. - Read 100 Y1 high frequency words	Phase 5 activities
Word Reading: Fluency	- Know that books are read from left to right, and from top to bottom. - Accurately read texts aloud that are consistent with developing phonic knowledge. - Re-read these texts to build up fluency and confidence in word reading.	
Comprehension Words in Context and Authorial Choice [Vocabulary]	- Discuss new word meanings and link new meanings to those already known. - Draw on what they already know or on background information provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. - Summarise a familiar story using key vocabulary from the story.	Phonics-linked Early Reading Comprehension activities [Phases 2-5] Guided Reading groups with related independent activities
Comprehension Inference	Independently make simple inferences from the text based on what is said and done.	<i>Pawsome Dogs</i> Reading resources from <i>Twinkl</i>
Comprehension Prediction	Independently predict what might happen on the basis of what has been read so far.	<i>Literacy Shed Plus</i> Resources
Comprehension Comparing, Contrasting and Commentating [Explain/Retrieve]	- Listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently. - Link what they have read or have read to them to their own experiences and explain clearly their understanding of what is read to them. - Retell familiar stories in increasing detail, considering their particular characteristics and recognise and join in with predictable phrases. - Join in with discussions about a text, taking turns and listening to what others say. - Discuss the significance of titles and events.	
Poetry and Performance	Learn to appreciate rhymes and poems and recite some by heart.	
Non-Fiction	- Listen to and discuss a wide range of texts, including non-fiction books. - Independently identify the difference between a fiction and non-fiction text [layout, Contents Page]	