

Year 1 Term 1 English – Phonics and Reading

Reading Skills	Phonic Knowledge	CEW Reading and Spelling	Speaking and Listening (Also see Oracy Project)
<p>Apply phonic knowledge and skills as the route to decode words including some high frequency words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) For all gpcs that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught.</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Read words containing the graphemes listed in term 1 of the CKIS phonics teaching sequence document.</p> <p>At the end of Term 1, most children (80%) should be reading books from Unit 5 (Fir) and be ready to move on to Unit 6 (Hazel) at the start of next term to consolidate Unit 6 phonics learning that took place in term 1.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word:</p> <p>2021 amended list: the, to, I, a, was, they, is, his, said, says, of, are, by, one, once</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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
<p>Comprehension</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>			

Year 1 Term 2 English – Phonics and Reading

Reading Skills	Phonic Knowledge	CEW Reading and Spelling	Speaking and Listening
<p>Apply phonic knowledge and skills as the route to decode words including some high frequency words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) For all gpcs that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught.</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Read words containing the graphemes listed in term 2 of the CKIS phonics teaching sequence document.</p> <p>At the end of Term 2, most children (80%) should be reading books from Unit 6 (Hazel) and be ready to move on to Unit 7 (some books within Maple) at the start of next term to consolidate Unit 7 phonics learning that took place in term 2.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word:</p> <p>2021 Amended list: be, he, me, she, we, do, love, push, put, pull, full, some, come, you, your</p>	<p>See T1</p>
<p>Comprehension</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 <p>Participate in discussion about what is read to them, taking turns and listening to what others say .</p> <p>Explain clearly their understanding of what is read to them.</p>			

Year 1 Term 3 English – Phonics and Reading

Reading Skills	Phonic Knowledge	CEW Reading and Spelling	Speaking and Listening
<p>Apply phonic knowledge and skills as the route to decode words including some high frequency words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) For all gpcs that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught.</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Read words containing the graphemes listed in term 3 of the CKIS phonics teaching sequence document.</p> <p>At the end of Term 3, most children (80%) should be reading books from Unit 9/10 (some books within Oak) in order to consolidate the phonics learning (units 8-10) that took place in term 3.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Spell:</p> <p>2021 Amended list: my, no, go, so, there, where, our, has, here, were, school, today, house, ask, friend</p>	<p>See T1</p>
<p>Comprehension</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 <p>Participate in discussion about what is read to them, taking turns and listening to what others say .</p> <p>Explain clearly their understanding of what is read to them.</p>			