



Overview of texts to support Reading curriculum

KS1 Year 1												
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the reading curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		<u>Fiction:</u> The Colour Monster	<u>Poetry:</u> <u>(Alliteration)</u> Ellsworth's Extraordinary Electric Ears	<u>Fiction:</u> The Naughty Bus	<u>Non-fiction:</u> Dear Miss	<u>Non-Fiction:</u> Could a penguin ride a bike?	<u>Non-fiction:</u> How To Wash A Woolly Mammoth	<u>Fiction:</u> The Three Little Pigs	<u>Poetry</u> <u>(rhyme):</u> Oi Frog!	<u>Fiction:</u> The disgusting sandwich	<u>Non-fiction:</u> Crunch and Munch	<u>Fiction:</u> The Smeds and The Smoos
Reading outcomes:	<p>Working Towards ARE (End of KS1)</p> <ul style="list-style-type: none"> To read accurately by blending the sounds in words that contains the common graphemes for all 40+ phonemes. To read accurately some words of 2 or more syllables that contain the same GPCs. To read many common exception words. To read aloud many words quickly and accurately without overt sounding and blending. To sound out many unfamiliar words accurately. To answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me 											
	<p>Working at ARE (End of KS1)</p> <ul style="list-style-type: none"> To read accurately most words of 2 or more syllables. To read most words containing common suffixes. To read most common exception words. To read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute To sound out most unfamiliar words accurately, without undue hesitation. To check that what they have read makes sense. To answer questions and make some inferences on the basis of what is being said and done. To explain what has happened so far in what they have read 											
	<p>Working at Greater Depth (End of KS1) (Have met all the above and ...)</p> <ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has already been read. To make links between the book they are reading and other books they have read. 											
Progression Home reading books:	Phase 4.2 Books		Phase 5 Books: Set 1 – Set 5							Turquoise Books		
Phonics Progression:	Phase 4 Revision		Phase 5									



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Links to Wider Curriculum	<u>Me in the World</u> Where Do I Live?- <i>Geography</i> Do I Change Over Time?- Science Humans Feelings and Emotions Rules Rights and Responsibilities	<u>The Real 'Toy Story'</u> How do our favourite toys compare to children in the 1960s? History Does our weather change our environment? Science Weather Keeping Safe Growing and Changing	<u>Really wild</u> Do I Change Over Time? Science Animals Healthy Relationships	<u>Once Upon A Time</u> What is the best material for the three little pigs? - Science Everyday Materials Caring for the environment	<u>From the field to the fork</u> Does a plant or seed need soil to grow? Science Plants Why Does It Matter Where My Food Comes From? Geography Healthy Lifestyles	<u>It's good to be different</u> Who Is The Greatest History Maker? History Can creatures live in the same place? Science Living things Valuing Difference
Story Time	<u>Familiar/ PSHE</u> Elmer The Woods Leaf Man Something Else The Smartest Giant in Town Perfectly Norman Ravi's Roar Ruby's Worry All are welcome Poems from 'Noisy Poems'	<u>Classic Stories</u> Paddington's post No Nancy NO! Mr Large in Charge Tremendous Tractors Old Bears You can't take an Elephant on the bus Dogger Dinosaurs Love Underpants Poems from 'Noisy Poems'	<u>Animal Focus</u> The Lost Penguin Giraffe Problems Who Flung Dung? Penguins The Ugly Five You Can't Tell an Elephant... Poem from 'The Big Book of Poems'	<u>Traditional Tales- Longer, detailed versions</u> Dear Mother Goose Little Red The Three Little Pigs The Three billy goats gruff The Gingerbread man Jack and the beanstalk Goldilocks and the three Bears Poem from 'The Big Book of Poems'	<u>Roald Dahl</u> The Tiny Seed Oliver's Vegetables James and the Giant Peach Fantastic Mr For James and the Giant Peach Poem selections	<u>Inspirational People</u> Fantastic Females who change the world Look Up! Good Night Stories for Rebel Girls. Stories for Boys Who Dare to be different. Elmer Poem selections
Opportunities for GDS	<u>Phase Five Sets</u> Explicitly teach "prediction penguin", "decode dog", "vocabulary vole" and "fluency frog".		<u>Phase Five Sets and Turquoise books.</u> Explicitly teach "prosody parrot", "inference iguana", "sequence shark" and "retrieval racoon" to encourage deeper understandings of the text. Opportunities to read stories to the rest of the class.		<u>Turquoise + books</u> Look at punctuation to help aid expression and intonation. Children to teach the others about the reading skills and provide examples. Opportunities to read stories to the rest of the class.	
<ul style="list-style-type: none"> • Opportunities to lead and model to others; Cross key-stage where possible. • Deeper level use of oracy and vocabulary; more in-depth conversations about texts. • More opportunities to make links between books that they are reading and books they have read. • Use of Tapestry to record level of comprehension (e.g. Guided Reading discussion). 						