



Ready,  
Respectful,  
Safe

# Reading Overview – Year 1

## Cathcart Street Primary School 2023-2024

	Autumn	Spring	Summer
S2R Unit	<b>Unit B:</b> Goldilocks & Just one Bear; Mr Wolf's Pancakes; Goldilocks & the 3 Bears; The Owl & the Pussycat <b>Unit A:</b> Lost Toy Museum; Teddy Robber; Toys & Games; Toys; Now we are Six	<b>Unit C:</b> Farms & Villages; Out & about; Our local area; The shopping basket; Six Dinner Sid <b>Unit D:</b> Deep in the woods; Poems to perform; The leopard's drum; No Dinner!	<b>Unit E:</b> Let's Explore- The 5 senses; Let's Explore – the sense of touch; Something Smells! Lion Inside; Little Kids first Big Book of Animals; Where my wellies take me <b>Unit F:</b> Peace at Last; Can you sleep little bear?; Mrs Armitage on wheels; Poems out loud!
	Year 1: NC Objectives	Year 1: NC Objectives	Year 1: NC Objectives
Reading Skills	<ul style="list-style-type: none"> <li>Show an awareness of full stops when reading</li> <li>Identify simple text features such as titles and pictures to indicate what the text is about</li> <li>Show an awareness of the difference between stories, information and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Discuss prior knowledge of context</li> <li>Deepen understanding of story through Book Talk of illustrations</li> <li>Show an awareness of the difference between stories, information and poetry</li> <li>Understand how captions can give information</li> <li>Read aloud with attention to capital letters to start sentences, full stops and question marks.</li> <li>Make simple predictions</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with attention to capital letters to start sentences, full stops and question marks</li> <li>Discuss prior knowledge of context</li> <li>Deepen understanding of story through Book Talk of illustrations</li> <li>Understand how captions can give information</li> <li>Make simple predictions</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Teach –s, –es endings</li> <li>Reinforce –s, –es endings and teach – er endings</li> </ul>	<ul style="list-style-type: none"> <li>Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Reinforce –s, –es, – er, – ing endings and teach – ed endings</li> </ul>	<ul style="list-style-type: none"> <li>Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Reinforce –s, –es, – er, – ing, –ed, and – est endings</li> </ul>

<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Become familiar with stories, retelling them and considering their particular characteristics</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Become familiar with several key fairy stories, retelling them and considering their particular characteristics</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Discuss word meanings and link new meanings to those already known</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with stories, retelling them and considering their particular characteristics</li> <li>• Discuss significant events in stories</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Become familiar with several key traditional tales, retelling them and considering their particular characteristics</li> <li>• Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with stories, retelling them and considering their particular characteristics</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Become familiar with several key stories and poems, retelling them and considering their particular characteristics</li> </ul>
<b>Vocab</b>	grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event		
<b>CEW</b>	the, is, his, no, go, so, he, me, she, we, me, she, we, be, my, by, to, do, one, once	you, your they, today, said, was, were, come, some, love says, are, has, of, ask, here, there, where, put, push	pull, school, friend, full, house, our Recap all / Gaps and spelling rules