



Ready,
Respectful,
Safe

Reading Overview – Year 1

Cathcart Street Primary School 2026-2027

	Autumn	Spring	Summer
S2 R Un it	Unit B: Goldilocks & Just one Bear; Mr Wolf's Pancakes; Goldilocks & the 3 Bears; The Owl & the Pussycat Unit A: Lost Toy Museum; Teddy Robber; Toys & Games; Toys; Now we are Six	Unit C: Farms & Villages; Out & about; Our local area; The shopping basket; Six Dinner Sid Unit D: Deep in the woods; Poems to perform; The leopard's drum; No Dinner!	Unit E: 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 Unit F: 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
R e a d i n g S k i l s	• Show an awareness of full stops when reading • Identify simple text features such as titles and pictures to indicate what the text is about • Show an awareness of the difference between stories, information and poetry	• Discuss prior knowledge of context • Deepen understanding of story through Book Talk of illustrations • Show an awareness of the difference between stories, information and poetry • Understand how captions can give information • Read aloud with attention to capital letters to start sentences, full stops and question marks. • Make simple predictions	• Read aloud with attention to capital letters to start sentences, full stops and question marks • Discuss prior knowledge of context • Deepen understanding of story through Book Talk of illustrations • Understand how captions can give information • Make simple predictions

W o r d R e a d i n g	• Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Teach –s, –es endings • Reinforce –s, –es endings and teach – er endings	• Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reinforce –s, –es, – er, – ing endings and teach – ed endings	• Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reinforce –s, –es, – er, – ing, -ed, and – est endings
C o m p r e h e n s i o n	• Become familiar with stories, retelling them and considering their particular characteristics • Check that the text makes sense to them as they read and correcting inaccurate reading • Become familiar with several key fairy stories, retelling them and considering their particular characteristics • Draw on what they already know or on background information and vocabulary provided by the teacher • Discuss word meanings and link new meanings to those already known • Predict what might happen on the basis of what has been read so far	• Become familiar with stories, retelling them and considering their particular characteristics • Discuss significant events in stories • Predict what might happen on the basis of what has been read so far • Become familiar with several key traditional tales, retelling them and considering their particular characteristics • Make inferences on the basis of what is being said and done	• Become familiar with stories, retelling them and considering their particular characteristics • Make inferences on the basis of what is being said and done • Become familiar with several key stories and poems, retelling them and considering their particular characteristics
V o c a b	grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event		
C E W	the, is, his, no, go, so, he, 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