Topic	Childhood		Bright Lights, Big City		School Days	
Texts	Wilfrid Gordon McDonald Partridge by Fox Mem Paper Dolls by Julia Donaldson Home Life: Through the Years by Claire Lewis Who's In My Family? All About Our Families by Robie Harris Funny Bones by Janet & Allan Ahlberg	Wilfrid Gordon McDonald Partridge by Fox Mem My Grandpa is Amazing by Nick Butterworth My Grandma is Wonderful by Nick Butterworth. The Great Big Book of Families by Mary Hoffman Mog's Christmas by Judith Kerr	Topsy and Tim Visit London by Jean and Gareth Adamson Katie in London James Mayhew Paddington at the Palace by Michael Bond Big Picture book of London (Usborne) Rob Lloyd Jones One Snowy Night by Nick Butterworth	Topsy and Tim Visit London by Jean and Gareth Adamson My First Book of London Look Inside London (Usborne) Jonathan Melmoth The Great Fire of London (Usborne Young Reader) by Susana Davidson	Whiffy Wilson: The Wolf who wouldn't go to school by Carly Hart Topsy and Tim: Start School by Jean and Gareth Adamson Children in Victorian Times by Jill Barber Busy People: Teacher by Lucy George	Miss Molly's School of Manners by James Maclaine If I built a school by Chris Van Dusen Today I'm not going to school by Aoife Mannix Where do all the teachers go? By Peter Dixon
Reading Skill and VIPERS	**Term 1 (Fiction and Non-Fiction)** **Children can…**	**Term 2 (Poetry and Fiction)** **Children can…**	**Term 3 (Fiction)** **Children can…**	**Term 4 (Non-Fiction)** **Children can…**	**Term 5 (Non-Fiction and Fiction)** **Children can…**	**Term 6 (Poetry and Fiction)**
Decoding and word reading	Recall phase two and phase three graphemes Caption and sentence reading and writing. Revise reading and spelling of High Frequency words: I, no, go, to, the, into, he, she, we, me, be, was, you, they, all, are, my, her, said, have, like, so, do, some, come, were, there, little, one, when, out. Revise and practise reading two syllable words. Revise and practise spelling two syllable words.	Teach new graphemes for reading: ay, ou, ie, ea. Teach new graphemes for reading: oy, ir, ue, aw. Teach new graphemes for reading: wh, ph, ew, oe, au. Teach new graphemes for reading: a-e, e-e, i-e, o-e, u-e. Teach new grapheme for reading: zh (treasure). Practise reading words containing new graphemes Practise spelling words containing new graphemes High Frequency Words: oh, their, said, so, people, looked,	Teach alternative pronunciations of graphemes for reading: i (fin/find), o (hot/cold), c (cat/cent), g (got/gent). Teach alternative pronunciations of graphemes for reading: u (but/put), ow (cow/blow), ie (tie/field), ea (eat/bread). Teach alternative pronunciations of graphemes for reading: er (farmer/her), a (hat/what), y (yes/by/very), ch (chin/school/chef), ou (out/shoulder/could/you). Teach alternative graphemes for spelling: ai / ay/ a-e/ ey/ eigh.	Teach alternative graphemes for spelling: igh / ie/ i-e/ y. Teach alternative graphemes for spelling: oa/ oe/ o-e/ ow. Teach alternative graphemes for spelling: oo/ ue/ u-e/ ew. Teach alternative graphemes for spelling: c/k/ck/qu/x/ch. Teach alternative graphemes for spelling: ch/tch f/ph. Revise spelling and reading of High	Teach alternative graphemes for spelling: j/g/dge m/mb n/kn/gn. Teach alternative graphemes for spelling: or/aw/au/al/our. Teach alternative graphemes for spelling: ur/ir/er/ear. Teach alternative graphemes for spelling: ow/ou oi/oy. Teach alternative graphemes for spelling: ear/ere/eer air/are/ear. High Frequency words: not, ten, wre, go, little, as, no, mum, one, them,	Teach alternative graphemes for reading and spelling: s/c/sc. Teach alternative graphemes for reading and spelling: e/ea i/y/ey. Teach alternative graphemes for reading and spelling: sh/ch/tion/ssion. Practise reading/spelling words containing alternative spellings. Revision of all High Frequency words taught so far.

		some, come, Mr, Mrs, have, like, called, asked, was, there.	Teach alternative graphemes for spelling: ee / ea/ e-e/ ey/ y/ ie. High Frequency words: water, where, who, again, thought, little, one, through, work, mouse, many, laughed, because, do, when, different, any, eyes, friends, once, please.	Frequency Words taught so far.	do, me, down, dad, big, went, be, like, some, so, what, there, out, this, have	
Fluency and phrasing	Join in with repeated phrasings Use repeated words and phrases to support the flow of their reading.	Read with increased fluency as they recognise and read more common exception words by sight. Use decoding and blending techniques to read unfamiliar words.	Read more irregular words, without overt segmenting and blending due to familiarity with the text. Children begin to recognise when they have read a word incorrectly as it doesn't 'sound right'.	Recite some familiar rhymes and songs by heart. Children can read on sight the common exception words for Y1. Children can say or sing the alphabet in sequence.	Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. Children can notice sentence punctuation.	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. Reread texts to build up fluency and confidence in word reading.
Vocabulary	Understand the vocabulary they read and where they do not, they ask what a word means. Use picture cues and the context of the story to read and understand words.	Discuss word meaning and link new meanings to those already known in unfamiliar contexts (e.g., war in Stubby) Use the context of the story to read and understand words. Can identify interesting vocabulary and phrases	Discuss word meaning and link new meanings to those already known and explain their meanings to somebody else Use the context of the story to read and understand words, explaining their meanings e.g., industrious means he is busy. Pick out and transfer interesting vocabulary and phrases	Draw upon their prior knowledge to decipher new word meanings. Pick out and transfer interesting vocabulary and phrases, using accurately within a different context.	Form and share opinions of words or phrases which they like within the text.	Make predictions based on the authors vocabulary choices. Why do you think the author used ….to describe the setting?

Inference Done	Begin to make inferences about character's feelings at key points in the text.	Begin to make inferences about what is happening in contexts they are unfamiliar with.	Begin to explain their understanding of what is read to them, beyond that which is explicitly stated.	Support inference skills by discussing word meanings and why the author might have chosen them.	Infer new meanings of words based on those that they already know.	Make inferences based on what they already know and background knowledge.
Prediction	Be able to discuss the theme of the text by looking at the front cover and illustration and discussing the title. who is the story about? what might happen? Discuss events that have happened already.	Listen to the blurb and answer questions that help them make predictions about what the story might be about. Children can discuss events that have happened already and what may happen next in relation.	Make predictions and justify them with evidence from the text including pictures.	Predict what might happen on the basis of what has been read so far.	Predict how the choice of character or setting will affect what will happen next.	Predict how the authorial choices will impact on the rest of the story.
Explanation	Listen to stories, joining in with the repeated parts of stories. Talk about their own experiences and relate to the stories where possible.	Discuss their emotional response to a text.	Read and compare a range of stories from the same author. Make comparisons between stories and explain findings.	Listen to and discuss a wide range of fiction, non- fiction and poetry, identifying the authorial intent and effect on them as the reader.	Discuss the significance of the title and events.	Learning to appreciate poems and rhymes, beginning to express reasons for preferences.
Retrieve	Talk about the setting of the story by using repeated phrases (dark, dark) and decoding the rest e.g., dark dark, street/hill /park. Use pictures and text to answer basic retrieval questions.	Answer basic retrieval questions and find images that support it. e.g. He is old because he has grey hair. Answer basic retrieval questions about what has happened in a story that has been read to them.	Answer basic retrieval questions and find images and words or phrases in the text and that support their answers. e.g., He is cold because it says xxx and because there is snow on the ground.	Retrieve answers to simple literal who, what, where, when, which, who and how questions.	Use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.	Link what they have read or have read to them to their own experiences.
Sequence	Use pictures directly from the text to sequence events. Use images from the text to create a story map and retell the story using it. (Peace at Last)	Discuss what has already happened and what may happen next.f	Sequence the story and make adaptations to say what might have happened differently (links to Talk for Writing and innovation of texts)	Sequence what happens to different characters throughout a story.	Retell the key events in a familiar story.	Retell familiar stories in increasing detail.