



**St. Walburga's Catholic Primary School**  
**Reading Scheme**



YEAR 1	AUTUMN	SPRING	SUMMER
<b>TOPICS</b>	Granma's Toys Winter Wonderland	Castles Twisted Tales	Explorers The Great Outdoors
<b>TEXTS</b>	F - Dogger by Shirley Hughes F - Can't You Sleep Little Bear by Martin Waddell F - Lost in the Toy Museum by David Lucas N/F – Toys texts F - Lily and the Snowman [ <i>Literacy Shed</i> ] F - The Storm Whale by Benji Davies F - Mog's Christmas by Judith Kerr N/F – Seasons texts P – Acrostic Poems	N/F - The Castle the King Built by Rebecca Colby N/F – Castles N/F – Inside a Castle F - George and the Dragon by Chris Wormell F - The Worst Princess by Anna Kemp F - Prince Cinders by Babette Cole F - The 3 Little Wolves and the Big Bad Pig by Eugene Trivizas P - Riddles	F - Beegu by Alexis Deacon F - The Way Back Home by Oliver Jeffers N/F - Christopher Columbus N/F - Neil Armstrong F - The Bug Collector by Alex Griffith N/F - The Big Book of Bugs by Yuval Zommer N/F - Minibeast Information texts including Life Cycles P – List Poems

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
<b>Word Reading:</b> Phonics and Decoding	<ul style="list-style-type: none"> <li>Confidently applies phonic knowledge and skills as the route to decode words – review Phases 2-4 with a focus on Phase 5.</li> <li>Speedily reads all 40+ letters for 40+ phonemes and confidently reads accurately by blending taught GPCs.</li> <li>Read words containing common suffixes, e.g. -s, -es, -ing, -ed, -er, -est</li> <li>Read multi-syllable words containing taught GPCs.</li> <li>Read words with contractions, e.g. I'm, I'll and we'll, understanding the use of the apostrophe.</li> </ul>	1:1 reading with adults [Individual Reading Records and Guided Reading Records]  <i>Twinkl</i> Phonics Scheme  Consolidate Phases 2-4
<b>Word Reading:</b> CEWs	<ul style="list-style-type: none"> <li>Consolidate reading of Common Exception Words for Phases 2, 3 and 4 [<i>the, no, to, go, I, into, he, she, we, me, be, was, my, you, her, they, all, are, said, have, like, so, do, some, come, were, there, little, one, when, out, what</i>]</li> <li>Read Common Exception Words for Phase 5 [<i>oh, their, people, Mr, Mrs, looked, called, asked, could</i>]</li> <li>Read all 45x Y1 Common Exception Words, noting unusual correspondences between the spelling and sound and where these occur in words.</li> <li>Read 100 Y1 high frequency words</li> </ul>	Phase 5 activities
<b>Word Reading:</b> Fluency	<ul style="list-style-type: none"> <li>Know that books are read from left to right, and from top to bottom.</li> <li>Accurately read texts aloud that are consistent with developing phonic knowledge.</li> <li>Re-read these texts to build up fluency and confidence in word reading.</li> </ul>	
<b>Comprehension</b> Words in Context and Authorial Choice  [Vocabulary]	<ul style="list-style-type: none"> <li>Discuss new word meanings and link new meanings to those already known.</li> <li>Draw on what they already know or on background information provided by the teacher.</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>Summarise a familiar story using key vocabulary from the story.</li> </ul>	Phonics-linked Early Reading Comprehension activities [Phases 2-5]  Guided Reading groups with related independent activities
<b>Comprehension</b> Inference	<ul style="list-style-type: none"> <li>Independently make simple inferences from the text based on what is said and done.</li> </ul>	<i>Pawsome Dogs</i> Reading resources from <i>Twinkl</i>
<b>Comprehension</b> Prediction	<ul style="list-style-type: none"> <li>Independently predict what might happen on the basis of what has been read so far.</li> </ul>	<i>Literacy Shed Plus</i> Resources
<b>Comprehension</b> Comparing, Contrasting and Commentating  [Explain/Retrieve]	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently.</li> <li>Link what they have read or have read to them to their own experiences and explain clearly their understanding of what is read to them.</li> <li>Retell familiar stories in increasing detail, considering their particular characteristics and recognise and join in with predictable phrases.</li> <li>Join in with discussions about a text, taking turns and listening to what others say.</li> <li>Discuss the significance of titles and events.</li> </ul>	
Poetry and Performance	<ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems and recite some by heart.</li> </ul>	
Non-Fiction	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of texts, including non-fiction books.</li> <li>Independently identify the difference between a fiction and non-fiction text [layout, Contents Page]</li> </ul>	