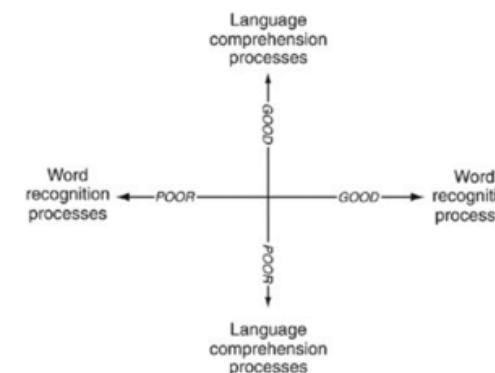


## Stannington Infant School Curriculum for the Teaching of Reading

Through carefully chosen texts we are able to build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. Alongside these texts we provide a rich language environment that promotes and celebrates a culture of reading and writing allowing our children to develop an interest and love of books and literature which will stay with them for life. This selection of books helps to develop children's confidence and encourages them to see themselves as readers and writers for pleasure and purpose. Our reading approach equips children with the range strategies necessary to develop reading fluency and accuracy whilst giving opportunities to express their creativity and explore their imagination through drama, play and in written forms.



### Reading Curriculum Year 1 2025 - 26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class text	Owl Babies by Martin Waddell	Lost and Found by Oliver Jeffers	My Best Friend Bob by Georgie Ripper	The Squirrels who Squabbled by Rachel Bright	Look Up by Nathan Byron	Bob, Man on the Moon by Simon Bartram
Expectations at this point in the year	<p>Children can retrieve information from a text.</p> <p>Children can make predictions about the text.</p> <p>Children are joining in with predictable phrases.</p> <p>Children can sequence the story.</p> <p>Children can discuss the author's choice of vocabulary.</p> <p>Children can make links to their own experiences.</p> <p>Children can say what they like/dislike about a story.</p>	<p>Children can retrieve information from a text.</p> <p>Children can make predictions about the text.</p> <p>Children can discuss the author's choice of vocabulary.</p> <p>Children can discuss the way a character has changed during the story.</p> <p>Children can recall main events in the story.</p> <p>Children can sequence the story.</p> <p>Children can say what they like/dislike about a story.</p>	<p>Children can retrieve information from a text.</p> <p>Children can make predictions about the text.</p> <p>Children can make inference based on what has been said and done in the stories.</p> <p>Children can sequence the story.</p> <p>Children can make links to their own experiences.</p> <p>Children can discuss the author's choice of vocabulary.</p> <p>Children can say what they like/dislike about a story.</p>	<p>Children can retrieve information from a text.</p> <p>Children can make predictions about the text.</p> <p>Children can recognise language patterns within the text and make predictions about the vocabulary based in this.</p> <p>Children are joining in with predictable phrases.</p> <p>Children can recognise the humour within the story.</p> <p>Children can discuss the author's choice of vocabulary.</p> <p>Children can make links to their own experiences.</p> <p>Children can say what they like/dislike about a story.</p>	<p>Children can retrieve information from a text.</p> <p>Children can make predictions about the text.</p> <p>Children can sequence the story.</p> <p>Children can make links to their own experiences.</p> <p>Children can say what they like/dislike about a story.</p> <p>Children recognise features of a story.</p> <p>Children can answer questions about the story.</p>	<p>Children can sequence the story.</p> <p>Children can make inference based on what has been said and done in the stories.</p> <p>Children can recognise the humour within the story.</p> <p>Children can make links to their own experiences.</p> <p>Children can say what they like/dislike about a story.</p> <p>Children recognise features of a story.</p> <p>Children can answer questions about the story.</p>
Content Domains and Stannington Reading Friends	<p>1a draw on knowledge of vocabulary to understand texts (Felicity Fish and Casey Cat)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Ronnie Retriever and Bertie Bee)</p> <p>1c identify and explain the sequence of events in texts (Ronnie Retriever, Bertie Bee and Terry Tortoise)</p> <p>1d make inferences from the text (Percy Penguin)</p> <p>1e predict what might happen on the basis of what has been read so far (Percy Penguin and Terry Tortoise)</p>					
National Curriculum to	This part of the N.C. is taught through phonics sessions using the RWInc. scheme. Reading - word reading		This part of the N.C. is taught through whole class reading. Reading – comprehension			

be taught /reviewed	Pupils should be taught to:			Pupils should be taught to:		
	<ul style="list-style-type: none"><li>● apply phonic knowledge and skills as the route to decode words</li><li>● respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>● read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>● read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>● read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>● read other words of more than one syllable that contain taught GPCs</li><li>● read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>● read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>● reread these books to build up their fluency and confidence in word reading</li></ul>			<ul style="list-style-type: none"><li>● develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>● being encouraged to link what they read or hear to their own experiences</li><li>● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>● recognising and joining in with predictable phrases</li><li>● learning to appreciate rhymes and poems, and to recite some by heart</li><li>● discussing word meanings, linking new meanings to those already known</li></ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"><li>● drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>● discussing the significance of the title and events</li><li>● making inferences on the basis of what is being said and done</li><li>● predicting what might happen on the basis of what has been read so far</li><li>● participate in discussion about what is read to them, taking turns and listening to what others say</li><li>● explain clearly their understanding of what is read to them</li></ul>		
Additional Reading opportunities	Book at Bedtime Family Read	Reading Christmas play scripts to perform	World Book Day Family Read		Reading and voting on books for the Children’s Book awards	

Books are chosen in conjunction with the Stannington Reading Spine, which is reviewed by staff annually.