

English Curriculum Reading Comprehension Map
Texts will vary as our teachers read from the heart

Year One Reading						
POEMS, STORIES AND NON- FICTION	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p>All About Me Bad Tempered Ladybird Eric Carle</p> <p>Other fiction texts with PSHE focus – Sharing a Shell, Mr Large in Charge, Lions in a Flap, The Boy Who Cried Wolf</p> <p>Poetry – Autumn Acrostics</p>	<p>Special Delivery The Jolly Postman & the Jolly Christmas Postman Allan & Janet Ahlberg</p> <p>Fairytales linked to text – Hansel and Gretel, Jack and the Beanstalk, Cinderella, Goldilocks...</p> <p>Poetry – Bonfire Night Repetition Poem</p> <p>Guy Fawkes/Bonfire Night</p> <p>Christmas Story</p> <p>Non-fiction – Christmas around the world</p>	<p>Out of this World Man on the Moon Simon Bartram</p> <p>Fiction - Here comes the aliens Colin McNaughton The Way Back Home Oliver Jeffreys</p> <p>Non-fiction – space, astronauts (Neil Armstrong & Tim Peake)</p> <p>Mnemonic – Remembering the planets</p> <p>Poetry – Solar System Acrostics</p>	<p>African Adventure Meerkat Mail Emika's Gift Emily Gravett / Ifpoma Onyefulu</p> <p>Non-fiction – Africa, African animals, atlases, geography links</p>	<p>Living and Growing The Tiny Seed The Hungry Caterpillar Eric Carle</p> <p>Non-fiction – plants, trees, science links</p> <p>Easter Story</p> <p>Poem – What is pink? Christina Rossetti</p>	<p>At the Seaside The Lighthouse Keeper's Lunch / Magic Beach Ronda & David Armitage / Alison Lester</p> <p>Non-fiction – lighthouses, history links seaside then and now</p> <p>Poetry – Seaside Poems</p> <p>Seaside Sense Poems</p>

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Statutory requirements

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and done

predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them.