Year 1 Reading Curriculum

Key Skills To Be Taught		
Vocabulary (VIPERS)	**Inferring (VIPERS)**	**Predicting (VIPERS)**
Identifies simple and recurring literary language Identifies the meaning of vocabulary in context explains their understanding of texts that are pitched beyond the level they can read independently	identifies goals/motives of the main character on the basis of what they have said and done e.g. *'I think she wants her daddy to help her build a sandcastle.'* expresses preferences linked to own experiences e.g. *'I like going to the beach too'.* uses different voices for characters when reading dialogue aloud uses different voice pitch to indicate whether they are reading an exclamation or question	predicts events and endings

Retrieving (VIPERS)	**Sequencing (VIPERS)**
with support, justifies their views about texts they have had read to them e.g. uses the word 'because' recognises patterns in texts, e.g. repeated phrases and refrains discusses the significance of the title observes the punctuation and uses this to aid understanding retrieves key information from a text identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts*, e.g. different layouts for instructions, non-fiction books etc.* begins to understand how written language can be structured differently according to genre *e.g. in order to build surprise in a narrative or present facts in non-fiction* comments on things that interest them	identifies how non-fiction texts are sequenced identifies the beginning, middle and end of stories and pattern in poetry

Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular	
Power Statements	**Reading Behaviours And Fluency**
-Tell if a sentence that has been read does not make sense -Answer simple questions about the books that have been read -Take part in discussions about books, playing turns, listening and responding to others -Talk about how a text that has been read is like other rhymes, poems or stories -Suggest something that might happen next in a story that is being read -Find where has been read up to in a book -Recite some simple rhymes and poems -Say the correct sound to grapheme for all 40+ graphemes -Give alternative sounds for graphemes -Blend sounds to read unfamiliar words containing the taught CPGs -Read common exception words -Read words of more than one syllable that contain the GPCs -Read aloud a familiar text which is at an appropriate level at a rate of 50 words per minute	- reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy • re-reads to self-correct if meaning is lost • asks questions to clarify • connects what they read or hear to their own experiences • knows the voice telling the story is called the narrator