



Reading – Year 1 National Curriculum Coverage

Year 1 English Units of Work

		Familiar Settings: Family Stories Write a familiar settings story. Hamilton Trust	Commands: What You Shouldn't Do at School Write commands. Hamilton Trust	Humorous Poems: Funny Poems Develop children's reading and comprehension skills and stimulate writing Hamilton Trust	TRADITIONAL TALES	Information Texts: Big Machines. Use features of information texts. Hamilton Trust	Poems on a Theme: Poems about the Senses Write own poems. Hamilton Trust	Stories on a Theme: Superheroes Producing comic strips Hamilton Trust	Information Texts: Mini-beasts Writing lists, labels and instructions Hamilton Trust	Poems on a Theme: Nature Poems Use senses to write poems. Hamilton Trust	Phonics Scheme – Delivered through daily phonics sessions	1:1 Reading with an adult in School
Phonics & Decoding	To apply phonic knowledge and skills as the route to decode words.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	To blend sounds in unfamiliar words using the GPCs that they have been taught.			✓	✓	✓	✓	✓	✓		✓	✓
	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.								✓		✓	✓
	To read words containing -s, -es, -ing, -ed and -est endings.										✓	✓
	To read words containing taught GPCs.			✓	✓	✓	✓	✓	✓		✓	✓
	To read words with contractions, e.g. I'm, I'll and we'll.											✓
Common Exception Words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.			✓	✓	✓		✓			✓	✓
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.	✓		✓		✓	✓	✓	✓		✓	✓

	To reread texts to build up fluency and confidence in word reading.	✓		✓		✓	✓		✓	✓	✓	✓
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self-correct.	✓	✓	✓		✓		✓	✓		✓	✓
	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	✓		✓		✓	✓		✓	✓		
Comparing, Contrasting & Commenting	To link what they have read or have read to them to their own experiences.	✓	✓	✓		✓	✓		✓	✓		✓
	To retell familiar stories in increasing detail.	✓		✓	✓					✓		✓
	To join in with discussions about a text, taking turns and listening to what others say.	✓		✓	✓	✓		✓	✓	✓		✓
	To discuss the significance of titles and events.	✓	✓				✓		✓			✓
Words in Context & Authorial Choice	To discuss word meaning and link new meanings to those already known.			✓	✓	✓	✓		✓	✓		✓
Inference & Prediction	To begin to make simple inferences.	✓	✓		✓		✓	✓				✓
	To predict what might happen on the basis of what has been read so far.	✓			✓							✓
Poetry	To recite simple poems by heart.			✓			✓			✓		
Non Fiction	To recognise that non-fiction books are often structured in different ways.					✓			✓			✓

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.