Year 1	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.			
	Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising *see Reading VIPERS*			
Planning Themes teach word reading and retrieval and response every week	Term 1 Assessment Targets			
Decoding Summarising Predicting Some phase 5 alternatives decoded without undue hesitation	1. Link what they read or hear to their own experiences	T	U	P
	2. Check that the text makes sense to them as they read and correct inaccurate reading			
	3. Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff once upon a time happily ever after			
	4. Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')			
	5. Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?			
	6. Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross			
	7. Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far e.g. children should be confident up to phase 4 and decode **some** phase 5 alternatives			
	Term 2			
Decoding and Reading aloud Vocabulary Summarising and understanding Introduce Non-fiction Many phase 5 alternatives decoded without undue hesitation	8. Read aloud books matched to Y1 phonic knowledge e.g. focus on the skill of reading aloud and decoding grapheme within phase 5 (not all graphemes may have been taught at this point – see 21 and			
	9. Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind			
	10. Understand that non-fiction texts provide information			
	11. Identify the significance of the title and events in non-fiction			
	12. Demonstrate their understanding e.g. through role play, story mapping, discussion, drama			
	13. Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode **many** phase 5 alternatives			
	Term 3			
Inference Fiction and Non-fiction Most phase 5 alternatives and Year 1 spelling rules decoded without undue hesitation	14. Orally retell known stories, linked to the Y1 range			
	15. Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past			
	16. Read words with contractions			
	17. Read words of more than one syllable and those that end in: –s, –es, –ing, – ed, –er and –est			
	Term 4			
	18. Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening			
	19. Answer questions orally about a shared non-fiction text e.g. what do penguins eat?			
	20. Apply phonic knowledge and skills to decode words e.g. children should be decoding **most** phase 5 graphemes and unfamiliar words. Children should be able to do this 'without undue hesitation			
	Term 5/6			
Fluency Explanation Most phase 5 alternatives, Year 1 spelling rules and unfamiliar words decoded without undue hesitation	21. Accurately read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond			
	22. Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words			
	23. Discuss a wide range of poems, stories and non-fiction beyond their independent reading level			
	24. Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)			
	25. Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries, word banks developed during English Lessons			