



# Key Stage 1 Reading – National Curriculum coverage and sequencing checker

	<ul style="list-style-type: none"> <li>♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>♣ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Jurassic World Topic: Monsters and Dinosaur poems, Stories by the same author Ian Whybrow, Non-fiction texts, Rhymes and repetition poems, Quest story.</p> <p>Fire! Fire! Pole to Pole Topic: Recount, Fact files, Newspaper writing, Diary writing, Imaginary text, Instruction, Poems about family.</p> <p>Jump into the Jungle Topic: Stories about the wild, Bird poetry, Humorous poetry-limericks, Persuasive writing, Traditional Tales, Information Writing, Recount Stories in familiar settings.</p> <p>Toy Story Topic: Fantasy stories, Fact files, toy poems, Recount, Traditional Tales, Quest story, Poetry-Songs and repetition.</p> <p>Turrets and Tiaras Topic: Non-fiction texts – pamphlets, Letter writing, Stories by the same author, Familiar settings, Dragon poetry, Instructions.</p> <p>Splish Splash Splosh Topic: Pirate songs-Rhyming and repetitive poetry, Diary writing, Rhyming poems/poems on a theme– sea animals, Instructions and recipes, Recount, Stories about the wild.</p>	
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	<p>ways</p> <ul style="list-style-type: none"> <li>♣ recognising simple recurring literary language in stories and poetry</li> <li>♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>♣ discussing their favourite words and phrases</li> <li>♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>♣ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <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>♣ making inferences on the basis of what is being said and done</li> <li>♣ answering and asking questions</li> <li>♣ predicting what might happen on the basis of what has been read so far</li> <li>♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Jurassic World Topic: Monsters and Dinosaur poems, Stories by the same author Ian Whybrow, Non-fiction texts, Rhymes and repetition poems, Quest story.</p> <p>Fire! Fire! Pole to Pole Topic: Recount, Fact files, Newspaper writing, Diary writing, Imaginary text, Instruction, Poems about family.</p> <p>Jump into the Jungle Topic: Stories about the wild, Bird poetry, Humorous poetry-limericks, Persuasive writing, Traditional Tales, Information Writing, Recount Stories in familiar settings.</p> <p>Toy Story Topic: Fantasy stories, Fact files, toy poems, Recount, Traditional Tales, Quest story, Poetry-Songs and repetition.</p> <p>Turrets and Tiaras Topic: Non-fiction texts – pamphlets, Letter writing, Stories by the same author, Familiar settings, Dragon poetry, Instructions.</p> <p>Splish Splash Splosh Topic: Pirate songs-Rhyming and repetitive poetry, Diary writing, Rhyming poems/poems on a theme– sea animals, Instructions and recipes, Recount, Stories about the wild.</p>	
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		<p>are embedded lessons focusing on drama and performance.</p> <p>Guided Reading and 1:1 reading sessions.</p> <p>Year 2 Interim Framework</p> <p>Jurassic World Topic: Monsters and Dinosaur poems, Stories by the same author Ian Whybrow, Non-fiction texts, Rhymes and repetition poems, Quest story.</p> <p>Fire! Fire! Pole to Pole Topic: Recount, Fact files, Newspaper writing, Diary writing, Imaginary text, Instruction, Poems about family.</p> <p>Jump into the Jungle Topic: Stories about the wild, Bird poetry, Humorous poetry-limericks, Persuasive writing, Traditional Tales, Information Writing, Recount Stories in familiar settings.</p> <p>Toy Story Topic: Fantasy stories, Fact files, toy poems, Recount, Traditional Tales, Quest story, Poetry-Songs and repetition.</p> <p>Turrets and Tiaras Topic: Non-fiction texts – pamphlets, Letter writing, Stories by the same author, Familiar settings, Dragon poetry, Instructions.</p> <p>Splish Splash Splosh Topic: Pirate songs-Rhyming and repetitive poetry, Diary writing, Rhyming poems/poems on a theme– sea animals, Instructions and recipes, Recount, Stories about the wild.</p> <p>Through daily social interaction and PSHCE lessons</p> <p>Role Play within lessons/in class role play areas</p>	
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			Class Assemblies/school performances such as Harvest, Christmas etc.  Regular author/poet visits and workshops.	
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## Gaps/Areas for Improvement/Other:

- Consider a way to track/assess spoken language– using stepping stones/Interim?
- Check/improve guided reading across KS1 – What’s being used? How can we improve it? Is it beneficial?
- Check reading books/progression of these linked to phonics across 4+ and year 1 – with Helen.
- Check all KS1 year groups have at least 1 reading focus lesson each week linked to their English unit
- Check short term planning for drama/performance over each half term
- Unit – Recounts comes up throughout KS1 – explore progression within recounts –what are they being given to read/do/resources used?
- Check unit – Humorous poems – comes up throughout KS1 and KS2- explore progression within poetry across the school –what are they being given to read/do/resources used?
- Develop use of Accelerated Reader data side further to assist teachers assess these objectives of reading and more.
- Consider adapting Newspaper Reports/Letter Writing to include more modern forms of writing too e.g. blogs, vlogs (spoken language), emails etc.
- Develop whole school Ebook access
- Split topics so Year 1 and 2 complete different learning – more texts to explore – gain deeper/wider knowledge of vocabulary? Year 6 are doing a different topic each half term – widen children’s experiences/knowledge of texts and vocabulary by doing this in KS1 too?