

# Year 1 Reading Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Subject Content:**

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

<b>Sequential Learning:</b>	Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
<b>End Point of Unit</b>	The key content the pupils need to know. Assessment is used to check pupils' can read all common graphemes, unfamiliar words containing these graphemes and common words containing GPCs taught without needing to blend the sounds first.

## Year 1 Reading

### FLUENCY, WORD READING AND VOCABULARY

Pupils will revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they will move on to the year 2 programme of study for word reading.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending will provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils will be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Pupils will be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill will have extra practice. If they are still struggling to decode and spell, they will be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

### WORD READING TERM 1

<b>Previous Learning</b> Revisiting previous learning to transfer key knowledge to long-term memory.	<b>New Knowledge Content</b> What will the pupils know at the end of this unit that they didn't know before?	<b>Skill development</b> How they will show and apply their new knowledge	<b>End Point of Unit</b> Assessment of learning at end point
<p><b><u>Previous Learning EYFS</u></b></p> <p><b>EYFS ELGs</b></p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>● Read words consistent with their phonic knowledge by sound-blending</li> </ul>	<p><b><i>You will know:</i></b></p> <ul style="list-style-type: none"> <li>● <i>A sound can be represented by more than one spelling and a spelling can represent more than one sound</i></li> <li>● <i>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</i></li> </ul> <p><b>Word Reading:</b></p>	<p><b><i>You will know how to:</i></b></p> <ul style="list-style-type: none"> <li>● <i>Respond speedily with the correct sound to grapheme</i></li> <li>● <i>Apply phonic knowledge to decode words</i></li> <li>● <i>Read accurately by blending sounds in unfamiliar words</i></li> <li>● <i>Read common exception words</i></li> </ul>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>● Termly Oral Skills Test/Phonics Screen</li> <li>● Termly Alphabet Code</li> <li>● Termly Bryant Test</li> </ul> <p><b><u>Feeds Forward to Yr 1 Term 2</u></b></p>

<ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word</li> </ul> <p><b>EYFS Term 6 Retrieving</b></p> <ul style="list-style-type: none"> <li>/wh/, /ch/, /tch/, /l/, /ll/, /lle/</li> </ul> <p><b>Year 1 Term 1 Retrieving</b> (after they have been taught):</p> <ul style="list-style-type: none"> <li>/ea/, /ee/</li> </ul>	<p><b>Recognise (new content):</b> /ae/, /ee/, /oe/, /o/</p>	<ul style="list-style-type: none"> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b> <b>Read (practise):</b> /k/, /ae/, /ee/, /oe/, /o/</p> <p><b>Polysyllabic:</b> (Set 1: VC/CVC, CVC/CVC) continuants, (Set 2: CVC/CVC) continuants/obstruents</p>	<p><b>Feed forward</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/er/, /e/, /ow/, /ow/</li> </ul> <p><b>LTP Yr 1 Knowledge Content</b> <a href="https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit">https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit</a></p>
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WORD READING TERM 2			
<b>Previous Learning</b> Revisiting previous learning to transfer key knowledge to long-term memory.	<b>New Knowledge Content</b> What will the pupils know at the end of this unit that they didn't know before?	<b>Skill development</b> How they will show and apply their new knowledge	<b>End Point of Unit</b> Assessment of learning at end point
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/ee/, /oe/, /er/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b> <b>Recognise (new content):</b> /er/, /e/, /ow/, /ow/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b> <b>Read (practise):</b> /oe/, /er/, /e/</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test/Phonics Screen</li> <li>Termly Alphabet Code</li> <li>Termly Bryant Test</li> </ul> <p><b>Feed forward Year 1 Term 3</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/m/, /oo/, /n/, /ie/, /b/, /oo/, /k/, /oo/</li> </ul> <p><b>LTP Yr 1 Knowledge Content</b> <a href="https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit">https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit</a></p>

		<p><b>Polysyllabic:</b>          (Set 3: VC/CVCC/CVC/CVCC) adjacent consonants          (Set 4: VC/CVC/CVC/CVC) 2 letters 1 sound          (Set 5: CVC/CCVC) adjacent consonants with digraphs          (Set 6:) complex 2 or 3 syllable words</p> <p>/ae/ 2 syllables (a/ai/ay/a/a-e)</p>	
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WORD READING TERM 3			
Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/e/, /ow/, /m/, /oo/, /n/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b>          /m/, /oo/, /n/, /ie/, /b/, /oo/, /k/, /oo/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b>          /m/, /oo/, /n/, /ie/</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test/Phonics Screen</li> <li>Termly Alphabet Code</li> <li>Termly Bryant Test</li> </ul> <p><b>Feed forward Year 1 Term 4</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/u/, /ou/, /s/, /l/</li> </ul> <p><b>LTP Yr 1 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit">https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</a></p>

		<b>Polysyllabic:</b> /ee/ 2 syllables /oe/ 2 syllables /er/ 2 syllables	
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WORD READING TERM 4			
Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	New Knowledge Content What will the pupils know at the end of this unit that they didn't know before?	Skill development How they will show and apply their new knowledge	End Point of Unit Assessment of learning at end point
<b>Previous Learning Year 1</b>  <b>Retrieving</b> <ul style="list-style-type: none"> <li>/ie/,/b/,/oo/,/k/,/u/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b>  <b>Recognise (new content):</b>          /u/,/ou/,/s/,/l/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b>  <b>Read (practise):</b>          /b/,/oo/,/k/,/u/,/s/</p> <p><b>Polysyllabic:</b>          /e/ 2 syllables          /ow/ 2 syllables          m/oo/n 2 syllables</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test/Phonics Screen</li> <li>Termly Alphabet Code</li> <li>Termly Bryant Test</li> </ul> <p><b>Feed forward Year 1 Term 5</b>          Recognise (new content):</p> <ul style="list-style-type: none"> <li>/or/,/air/,/ue/</li> </ul> <p><b>LTP Yr 1 Knowledge Content</b>  <a href="https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit">https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</a></p>

**WORD READING TERM 5**

<p align="center"><b>Previous Learning</b></p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center"><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center"><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>	<p align="center"><b>End Point of Unit</b></p> <p>Assessment of learning at end point</p>
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/s/,/l/,/or/,/air/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /or/,/air/,/ue/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b> /l/,/or/,/air/</p> <p><b>Polysyllabic:</b> /ie/ 2 syllables /oul/ 2 syllables /u/ 2 syllables</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test/Phonics Screen</li> <li>Termly Alphabet Code</li> <li>Termly Bryant Test</li> </ul> <p><b>Feed forward Year 1 Term 6</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/ew/,/oy/,/ar/,/o/,/a/</li> </ul> <p><b>LTP Yr 1 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit">https://docs.google.com/document/d/18Su4iLgi0dZlcY5Kg97fXRg9F4r3_7Sf/edit</a></p>

**WORD READING TERM 6**

<p align="center"><b>Previous Learning</b></p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center"><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center"><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>	<p align="center"><b>End Point of Unit</b></p> <p>Assessment of learning at end point</p>
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>• /or/,/air/,/oy/,/ar/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>• A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>• The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /ew/,/oy/,/ar/,/O/,/a/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to grapheme</li> <li>• Apply phonic knowledge to decode words</li> <li>• Read accurately by blending sounds in unfamiliar words</li> <li>• Read common exception words</li> <li>• Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>• Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b> /air/,/ue/,/oy/,/ar/</p> <p><b>Polysyllabic:</b> /u/ 2 syllables /or/ 2 syllables</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>• Termly Oral Skills Test/Phonics Screen</li> <li>• Termly Alphabet Code</li> <li>• Termly Bryant Test</li> </ul> <p><b>Feed forward Year 2 Term 1</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>• /ae/,/d/,/ee/</li> <li>• To be able to read 60 words per minute by the end of Year 1</li> </ul> <p><b>LTP Yr 2 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true</a></p>

## COMPREHENSION

*Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.*

*By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.*

*Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.*

***Text selection is critical and this is the key progression in reading throughout KS1. The change from decodable texts to a range of texts that increase in complexity is crucial.***

Choose texts carefully to build up complexity throughout the year (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose). The teaching text should be above their instructional level.

Consider:

- **Opportunities** - does the text provide opportunities to apply the I will know? Are there complimentary extracts to explore this in a different context?
- **Vocabulary** - how suitable is the vocabulary? Is it challenging enough?
- **Sentence structure and text structure** - does this match the PoS? Is it the right level of challenge? What themes and conventions are there?
- **Background knowledge** - what background knowledge will pupils need to understand the text?
- **Enjoyment** - will this text be enjoyable and relevant for the children?

### Skill and Knowledge Content Development

How they will show and apply their new knowledge & skills

### End Point of Unit

Assessment of learning at end point

#### **Text purpose:**

***I will know how to identify / explain key aspects of fiction and non fiction texts***

- The significance of the title and significant events (*ie in Sleeping Beauty, why they got married at the end*)
- Retell a familiar story/fairy story/traditional tale using key characteristics (*ie good vs evil, begins with once upon a time, happened a long time ago, fantasy, royalty, could be magic, problem needs solving, happy ending*)
- Discuss the sequence of events in books
- Recognise and join in with predictable phrases
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

- ***I will know how to identify / explain key aspects of fiction and non fiction texts***
- ***I will know how to retrieve information from a text***
- ***I will know how to use knowledge of vocabulary to understand texts***
- ***I will know how to infer meaning from a text***

- Explain what has happened so far in what they have read
- Make comparisons between characters, within and across books

**Comprehension strategies: Complexity through text analysis**

***I will know how to retrieve information from a text***

- Retrieve from a range of fiction, non fiction and poetry texts and extracts
- Use simple organisational features such as subheadings to identify the section of the text to find simple information
- Find keywords in the text
- Ask and answer questions

***I will know how to use knowledge of vocabulary to understand texts***

- Check text makes sense and correct themselves as they read
- Draw on background information / given vocabulary to understand a book
- Discuss and link the meanings of new words to words we already know
- Explain clearly understanding of what has been read to them
- Clues from the text - how we can work out an unfamiliar word using the words around it in context or images with the text

***I will know how to infer meaning from a text***

*NB inference is less a skill you can teach (although you need to explicitly model the processes) and more about being aware of whether or not you are understanding what you have read, connect ideas together and to have a wide vocabulary and general knowledge*

- Build background knowledge - read and explore a wide range of the context
- Link what they read or hear read to their own experiences
- Make simple inferences on the basis of what is said and done (*ie if a character is crying, they are sad*)
- Make simple predictions on what may happen next based on what has happened so far
- Link what you have read to your own experiences

**READING INTO WRITING**

*There are inherent links between reading and writing. Through reading a range of authentic texts, pupils explore different conventions and develop a wider vocabulary. Meaningful opportunities to discuss as a reader support the pupils to make similar choices as a writer and builds their understanding of what their text should look like. Teachers will start the writing learning rooted in the reading, exploring and discussing examples before creating their own.*

*By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.*

**Skill and Knowledge Content Development****End Point of Unit****How they will show and apply their new knowledge & skills****Assessment of learning at end point*****I will know how writers make deliberate choices to impact the reader:***

- Narratives about personal experiences and those of others (real and fictional) *eg a surprise*
- Sequence events in a story
- Choose words carefully to describe settings and characters
- Structure non fiction texts (*eg subheadings in an information text, numbering in instructions*)
- Standard English can be different to spoken English
- Joining ideas using *and, but, because*

See Writing Programmes of Study End Points

**READING FOR PLEASURE/BREADTH & DEPTH OF OPPORTUNITY**

*Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.*

*Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.*

*Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.*

**Reading for pleasure**

- Select books (exercising choice)
- Show positive attitudes to reading
- Read aloud and begin to read silently
- Join in with phrases in a familiar traditional tale
- Participate in discussions about books (read to me and ones I have read myself), with explanations and asking questions, taking turns and listening to what others say
- Discuss favourite words and phrases and share what you like about the book/ poem/rhyme
- Recommend books read, giving reasons

**Breadth and depth of opportunity:**

- Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Listen to books a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

**Poetry:**

- Appreciate rhymes and poems, and to recite some by heart
- Speak clearly to perform a poem with repeated patterns or lines, including actions, as a group
- Poems with a range of forms *eg calligram/shape poem, acrostics, rhyme, question and answer, repeated phrases/lines, jokes*)