

## St James' C of E Academy Reading Coverage Year 1

**'Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' Ofsted 2019**

**This cohort reading coverage forms part of the St James' Reading Progression Plan.**

**It shows the books chosen to develop a love of reading, encouraging children to read age-appropriate books with confidence and fluency whilst demonstrating understanding of texts through inference, prediction, clarifying, questioning and summarising.**

This shows details of books to cover six aspects of reading: Reading for pleasure, Reading aloud to children, Independent reading and home/school reading, Whole Class Reading, Shared reading as part of teaching sequence, Core reading texts to support learning across the curriculum.

It suggests a range of genres to ensure pupils are introduced to a broad selection of high quality fiction, poetry and non-fiction (beyond the confines of topics being taught).

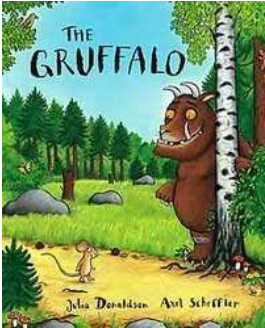


Coverage includes a number of books developing empathy, exploring a range of issues which may introduce pupils to different experiences in a safe way.

### Reading for pleasure

Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. To build preferences in reading and to choose to read. To recognise authors and styles of reading that individuals enjoy. Engage in book discussion in a range of contexts, alongside both adults and peers. Share and recommending a range of books.
Implementation	All reading contexts contribute to developing reading for pleasure. Daily STAR (Sit together and read) reading sessions.

### Reading aloud to children

Intent	Building a bank of story and rhyme knowledge. Exposing children to texts beyond what they can read themselves. Developing an enjoyment for reading.
--------	---

Implementation	Exposure to quality books for a minimum of ten minutes at least twice a day.
<p>Core Text Examples</p> <p>Genres:</p> <p>Counting &amp; Concepts</p> <p>Animal Magic</p> <p>Rhythm and Rhyme</p> <p>Me and My World</p> <p>Classic stories</p> <p>Imaginary Worlds</p> <p>Poetry</p> <p>Empathy</p> <p>Non-fiction</p>	<p>Autumn 1 :</p> <p>The Gruffalo</p>  <p>The Runaway Pea</p>  <p>Shifty McGifty and Slippery Sam</p>  <p>Harry and the Dinosaurs Go To School</p>



Shhh! Don't Wake the Royal Baby



Daniel in the Lion's Den



Autumn 2:  
The Owl who was Afraid of the Dark



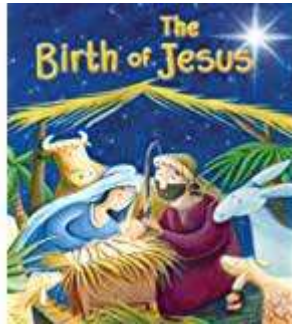
Tree



Leah's Star



The Birth of Jesus



Spring 1:

The Man on the Moon



Spring 2:

Summer 1:

Summer 2:

### Independent reading and home/school reading

Intent

Independently reading phonically decodable books matched to their phonic knowledge and skills.

Implementation

Decodable books selected based on link to Letters and Sounds phases  
Books selected by adult in class  
Books changed at least once a week (one decodable and one Book Band Book to share)  
Opportunity to take home a library book to share for pleasure in addition to decodable text


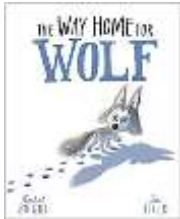
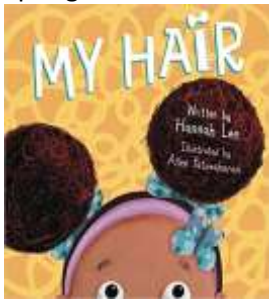
### Whole Class Reading

Intent

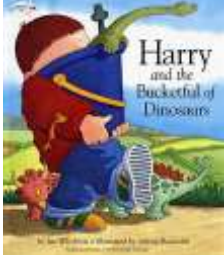
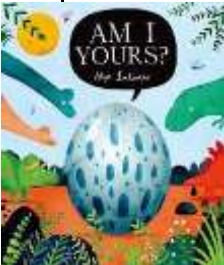






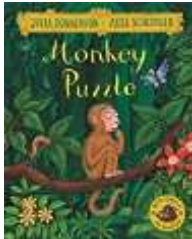



To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum).  
Also, to extend vocabulary.  
Become familiar with the reading VIPERS (Vocabulary, Inference, Prediction, Explain, retrieve and sequence).

Implementation

Reception -  
Year 1 – x3 Whole Class Reading Sessions and daily STAR (sit together and read) session per week.

	Additional guided reading to ensure independent application and to develop comprehension skills
Example of Core Texts:	Autumn 1: The Dinosaur that Pooped a Princess 
	Autumn 2: The Way Home For Wolf 
	Spring 1:
	Spring 2: 
	Summer 1:

	Summer 2:
--	-----------

Shared reading as part of teaching sequence						
Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently					
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features (reading objectives identified on sequence planning)					
Year 1	Autumn 1 - Dinosaurs	Autumn 2 - Enchanted Woodland	Spring 1 - Explorers	Spring 2 - Muck, Mess and Mixtures	Summer 1 - Creatures	Summer 2 - Seaside
Progression of Core Texts: Suggested Texts	<p>Harry and the Bucketful of Dinosaurs</p>  <p>Am I Yours?</p>  <p>The Dinosaur Who Lost Her Voice</p>	<p>Owl Babies</p>  <p>Stick Man</p>  <p>Jolly Christmas Postman</p>	<p>Little Wings (Amy Johnson)</p>  <p>Emma Jane's Aeroplane</p>  <p>Coming to England</p>	<p>The Three Little Pigs</p>  <p>What We'll Build</p>  <p>The Night Before Easter (Poetry)</p>	<p>Monkey Puzzle</p>  <p>The Tiger Who Came to Tea</p> 	<p>The Night Pirates</p>  <p>Pirates Love Underpants</p>  <p>Tom and Lucy at the Seaside</p> 