



Curriculum Information

Year One - Reading



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



A pupil following Westfield's Y1 reading curriculum...

Read
Can apply phonic knowledge and skills as the route to decode words
Can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
Can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
Can read other words of more than one syllable that contain taught GPCs
Can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
Can re-read books to build up their fluency and confidence in word reading.
Can distinguish between a word, a letter and a space.
Can point to a full stop in text.
Can read aloud and is beginning to use expression to show awareness of punctuation (may only be a full stop at this stage).
Can recognise familiar words (e.g. YR HFW and some Y1/2 HFW) in standard appropriate texts.
Can use knowledge of letters, sounds and words to establish meaning when reading aloud.
Can check that the text makes sense to them as they read and correct inaccurate reading
Retrieve
Listens attentively to stories at an appropriate interest level.
Can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Can use pictures (unprompted) and texts to identify meaning.
With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level (may be using picture clues if not prompted).
Can sometimes talk about main points or key events in a simple text.
Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Can recognise and join in with predictable phrases
Can retell familiar stories with growing confidence.
Can retell known stories, including significant events / main ideas



in sequence.
Is learning to appreciate rhymes and poems, and to recite some by heart
Can answer simple questions / find information in response to a direct, literal question.
Explore – author- language and viewpoint
Can talk about likes / dislikes of stories and information texts.
Can notice interesting words ('WOW' words grow with the age of the child).
Can discuss word meanings, link new meanings to those already known
Can choose and talk about a book from a selection
Can express opinions about main events and characters in stories, e.g. good and bad characters.
Can discuss the significance of the title and events
Can participate in discussion about what is read to them, taking turns and listening to what others say
Can explain clearly their understanding of what is read to them.
Analyse – structure and organisation
Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction
Deduce – deduce and infer
Is beginning to link what they read or hear read to their own experiences
Is beginning to make predictions based on titles, text, blurb and / or pictures.
Can draw on what they already know or on background information and vocabulary provided by the teacher
Can make plausible predictions about the plot of an unknown story, using the text and other book features.
Can make plausible predictions about characters, using knowledge of the story and own experiences...
Can make inferences on the basis of what is being said and done
Can predict what might happen on the basis of what has been read so far