

Text Map for Jays Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	I Say Ooh, You Say Aah – John Kane The Name Jar – Yangsook Choi Ruby’s Worry – Tom Percival Home – Carson Ellis Knuffle Bunny – Mo Willems Here We Are – Oliver Jeffers	One Day, So Many Ways – Laura Hall Kasia’s Surprise – Stella Gurney The Smeds and the Smoos – Julia Donaldson Beegu – Alexis Deacon The Dark – Lemony Snicket	Leo and the Octopus – Isabelle Marinov Through the Eyes of Me – Jon Roberts My Daddy’s Going Away – Christopher MacGregor Think Big – Kes Gray The Cloudspotter – Tom MacLaughlin	Lost in the Toy Museum – David Lucas Dogger – Shirley Hughes Amy Wu and the Perfect Bao – Kat Zhang Mum’s Late – Elizabeth Hawkins	Clean Up! - Nathan Bryon One Day on Our Blue Planet: In the Ocean - Ella Bailey Zeraffa Giraffa – Dianne Hoffmeyer	Hair Love – Cherry Matthew Only One You – Linda Kranz Only One You – Linda Kranz Donovan’s Big Day – Leslea Newman
Reading Instruction	Books matched to phonic level	Books matched to phonic level	Books matched to phonic level + What You Shouldn’t Do Before School	Books matched to phonic level	Books matched to phonic level	Books matched to phonic level
Writing	Wild – Emily Hughes Traditional Tales	Orion and The Dark – Emma Yarlett Look Up! - Nathan Bryon The Snowman – Michael Morpurgo	Michael – Tony Bradman No Breathing In Class – Michael Rosen	10 Things I can Do... - Melanie Walsh The Robot and the Bluebird – David Lucas The Last Wolf – Mini Grey	Diary of a Killer Cat – Anne Fine Ossiri and the Bala Mengro – Richard O’Neill One Day on Our Blue Planet: In the Savannah - Ella Bailey	Max the Brave/Max and Bird – Ed Vere The Snail and The Whale – Julia Donaldson Dear Greenpeace – Simon James
Non-fiction/Topic texts	Strep inside Homes Through History – Goldie Hawk Winter Sleep – Sean Taylor Seasons Come, Seasons Go: Tree – Britta Teekentrup The Story of the orchestra: Four Seasons in One Day – Jessica Courtney-Tickle	Local area leaflets and guides Town and Country: Flip the Book – Craig Shuttleworth	My Jewish Faith - Gill Vaisey	Ten Seeds – Ruth Brown Katie and the Sunflowers – James Mayhew A Children’s Guide to Wild Flowers – Charlotte Voake	Wangari’s Trees of Peace – Jeanette Winter What’s Eating You? - Nicola Davies The Story of the orchestra: The Carnival of the Animals – Jessica Courtney-Tickle	Professor Astro Cat’s Human Body Odyssey 3 – Dominic Walliman Little Leaders: Bold Women in Black History – Vashti Harrison Little People Big Dreams: Florence Nightingale – Maria Isabe Vegara

	Now and Then: My History – Monica Hughes					Little People Big Dreams: Marie Curie – Maria Isabe Vegara Trailblazer – Elizabeth Dale Elephant Wellyphant, etc – Nick Sharratt
Poetry	Out and About – Shirley Hughes Who’s Been Sleeping in my Porridge? – Colin McNaughton	My Village: Rhymes from Around the World – Danielle Wright	Chocolate Cake – Michael Rosen	Poems to Perform – Julia Donaldson	A First Book of the Sea – Nicola Davies Rumble in the Jungle – Giles Andreae	The Works KS1 Big Book of Bad Things – Michael Rosen
De-coding & word reading 300-600 words	Apply phonic knowledge and skills for all 40+ phonemes.	Read accurately by blending sounds in unfamiliar words using the GPCs they know.	Read words of more than one syllable that contain the taught GPCs. Read contractions and words containing a range of endings e.g. -es, -er, -ing.	Read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words.	Re-read books to gain confidence with word reading. Read the common exception words for Y1.	Page count increases to encourage reading stamina.
Literal understanding & retrieval	In addition to using visual literacy, learn to use growing phonic knowledge to identify information found explicitly in the text.	Use vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.	Talk about the title and how it relates to the events in the text.	Explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and event.	Retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.	
Inferential reading skills	Make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called ‘lazy’; why the title ‘Upside Down’ might	Predict what might happen next in a sequenced story, based on what has been read so far.	Discuss the significance of the title and events.	Begin to explain their understanding of what is read to them, beyond that which is explicitly stated.	In support of inference skills, pupils discuss word meanings, linking new meanings to those already known.	Draw on what they already know or on background information and vocabulary provided by the teacher.

	be suitable for an information text about bats; why the ugly sisters might feel jealous.					
Response to text	Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves to develop a love of reading.	Participate in discussion about the text, <i>taking turns and listening to others</i> .	<i>Discuss the significance of the title or events.</i> Draw links between the text and some of their own experiences.	Listen to <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i> ; talk about words they know or like.	Children are shown some ways to <i>find information in non-fiction texts</i> .	Children are <i>learning to appreciate</i> poems and rhymes, beginning to express reasons for preferences.
Fluency and phrasing * 70 wpm	recognise and join in with predictable phrases. Say or sing the alphabet in sequence.	sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.	Read aloud, checking that it 'sounds right' and that the text makes sense to them. With support, notice sentence punctuation.	Recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat.	Read on sight the CE words for Y1.	Re-read favourite books to themselves, to gain confidence with word reading and fluency.