

*i-read* curriculum correlation charts  
Year 1



Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 1 Fiction – Hometime</b> <i>The Best Reader in the Whole World</i> by Gordon Askew</p> <p><b>Unit objective</b></p> <p>To demonstrate the power of reading aloud and the feelings it evokes; to encourage connections between the experience of reading aloud as shown in the text and the reader’s own experiences.</p>	<p><i>See also Progression in narrative Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Tell stories and describe incidents from their own experience in an audible voice.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Explore familiar themes and characters through improvisation and role play.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>Recognise automatically an increasing number of familiar high frequency words.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Identify the main events and characters in stories, and find specific information in simple texts.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Independently choose what to write about, plan and follow it through</li> <li>Convey information and ideas in simple non-narrative forms</li> </ul>	<p><b>Art and Design</b> <b>1A:</b> Self-Portrait</p> <p><b>Citizenship</b> <b>5:</b> Living in a diverse world</p> <p><b>Design and technology</b> <b>1D:</b> Homes</p> <p><b>Science</b> <b>1A:</b> Ourselves</p> <hr/> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Compose and write simple sentences independently to communicate meaning</li> <li>Use capital letters and full stops when punctuating simple sentences</li> </ul>

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Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 1 Poetry – Hometime</b> <i>Hometime Poetry</i> by Tony Bradman and Jane Clarke</p> <p><b>Unit objective</b></p> <p>To encourage appreciation of poetry and how it can be used to depict and dramatise different elements of family life.</p>	<p><i>See also Progression in poetry Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Interpret a text by reading aloud with some variety in pace and emphasis.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Take turns to speak, listen to others’ suggestions and talk about what they are going to do.</li> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Explore familiar themes and characters through improvisation and role play.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>Recognise automatically an increasing number of familiar high frequency words.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Explore the effect of patterns of language and repeated words and phrases.</li> </ul>	<p><b>Art and Design</b> <b>1A:</b> Self-Portrait</p> <p><b>Citizenship</b> <b>5:</b> Living in a diverse world</p> <p><b>Science</b> <b>1A:</b> Ourselves</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Independently choose what to write about, plan and follow it through.</li> <li>Create short simple texts on paper and on screen which combine words with images (and sounds).</li> </ul>

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Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 1 Non-chronological report, including lists and captions – Animal Antics</b>  <i>Daisy Rabbit</i> by Kathryn Harper</p> <p><b>Unit objective</b></p> <p>To explore how to read a simple non-fiction book and find information in different places.</p>	<p><i>See also Progression in information texts Year 1.</i></p> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> <li>• Explain their views to others in small group, decide how to report the group’s views to the class.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>• Recognise and use alternative ways of spelling the graphemes already taught.</li> <li>• Recognise and use alternative ways of pronouncing the graphemes already taught.</li> <li>• Recognise automatically an increasing number of familiar high frequency words.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Find specific information in simple texts.</li> <li>• Recognise the main elements that shape different texts.</li> </ul>	<p><b>Links to subjects other than English</b></p> <p><b>Citizenship</b>  <b>3:</b> Animals and us</p> <p><b>Geography</b>  <b>1:</b> Around our school - the local area</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Distinguish fiction and non-fiction texts and the different purposes for reading them.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Convey information and ideas in simple non-narrative forms.</li> </ul>

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<p><b>Year 1 Term 1 Fiction – Animal Antics</b> <i>The Night Visitor</i> by Tony Mitton</p> <p><b>Unit objective</b></p> <p>To explore ways of reading and responding to a new fiction text.</p>	<p><i>See also Progression in narrative Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Tell stories and describe incidents from their own experience in an audible voice.</li> <li>• Retell stories, ordering events using story language.</li> <li>• Interpret a text by reading aloud with some variety of pace and emphasis.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen with sustained concentration, building new stores of words in different contexts.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Identify the constituent parts of two- and three-syllable words to support application of phonic knowledge and skills.</li> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul>	<p><b>Citizenship</b> <b>3:</b> Animals and us</p> <p><b>Geography</b> <b>1:</b> Around our school - the local area</p> <hr/> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>• Read and spell phonically decodable two and three syllable words.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Identify the main characters and events in stories.</li> <li>• Make predictions showing understanding of ideas, events and characters.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Visualise and comment on events, characters or ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Independently choose what to write about, plan and follow it through.</li> </ul>

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<p><b>Year 1 Term 1 Poetry – Where I Live</b>  <i>Where I Live Poetry</i> by Gina Douthwaite, Ian Larmont and Bernard Young</p> <p><b>Unit objective</b></p> <p>To read and enjoy poems, expressing preferences; to identify and reproduce rhyming words; to explore the layout of poems; to perform poems; to develop responses to poetry.</p>	<p><i>See also Progression in poetry Year 1.</i></p> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>Listen with sustained concentration, building new stores of words in different contexts.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Explore familiar themes and characters through improvisation and role-play.</li> <li>Discuss why they like a performance.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>Recognise automatically an increasing number of high frequency words.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Make predictions showing an understanding of ideas, events and characters.</li> <li>Explore the effect of patterns of language and repeated words and phrases.</li> </ul>	<p><b>Art and design</b>  <b>2C:</b> Can buildings speak?</p> <p><b>Citizenship</b>  <b>5:</b> Living in a diverse world</p> <p><b>Design and technology</b>  <b>1D:</b> Homes</p> <p><b>Geography</b>  <b>1:</b> Around our school - the local area  <b>2:</b> How can we make our local area safer?</p> <p><b>Science</b>  <b>1A:</b> Ourselves</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Select books (poems) for personal reading and give reasons for choices.</li> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Create short simple texts on paper and on screen which combine words with images (and sounds).</li> </ul>

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<p><b>Year 1 Term 1 Non-chronological report – Where I Live</b>  <i>What Makes a House</i> by Kathryn Harper</p> <p><b>Unit objective</b></p> <p>To understand that non-fiction texts give information; to recognise and understand technical vocabulary; to understand that a sentence starts with a capital letter and ends with a full stop; to use the contents page to locate information; to write a simple information text.</p>	<p><i>See also Progression in information texts Year 1.</i></p> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>Listen with sustained concentration, building new stores of words in different contexts.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>Recognise automatically an increasing number of familiar high frequency words.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Find specific information in simple texts.</li> <li>Make predictions showing an understanding of ideas.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on ideas, making imaginative links to own experiences.</li> </ul>	<p><b>Design and technology</b>  <b>1B:</b> Playgrounds  <b>1D:</b> Homes</p> <p><b>Geography</b>  <b>1:</b> Around our school - the local area</p> <p><b>History</b>  <b>2:</b> What were homes like a long time ago?</p> <p><b>Science</b>  <b>1C:</b> Sorting and using materials</p> <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Convey information and ideas in simple non-narrative forms.</li> <li>Create short simple texts which combine words with images.</li> </ul>

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<p><b>Year 1 Term 2 Fiction – Rumbling Tums</b>  <i>Sherry and the Porridge-maker</i> by Rifat Siddiqui</p> <p><b>Unit objective</b></p> <p>To read and respond to a story, identifying the main events and characters.</p>	<p><i>See also Progression in narrative Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Retell stories, ordering events using story language.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>Listen with sustained concentration, building new stores of words in different contexts.</li> <li>Listen and express views about how a story has been presented.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Explore characters through role-play.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>Segment sounds into their constituent phonemes in order to spell them correctly.</li> </ul>	<p><b>Science</b>  <b>1A: Ourselves</b></p> <hr/> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Use syntax and context when reading for meaning.</li> <li>Explore the effect of patterns of language and repeated words and phrases.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Independently choose what to write about, plan and follow it through.</li> </ul> <p><b>11. Sentence structure and punctuation</b>            Use a range of punctuation correctly to support meaning and emphasis.</p>

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<p><b>Year 1 Term 2 Poetry – Rumbling Tums</b> <i>Rumbling Tums Poetry</i> by John Foster</p> <p><b>Unit objective</b></p> <p>To read and enjoy poems with patterned language, adding actions and reciting words and phrases.</p>	<p><i>See also Progression in poetry Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Interpret a text by reading aloud with some variety in pace and emphasis.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Discuss why they like a performance.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>Spell new words using phonics as the prime approach.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Use syntax and context when reading for accuracy and meaning.</li> <li>Recognise the main elements that shape poems.</li> <li>Explain the effect of patterns of language and repeated words and phrases.</li> </ul>	<p><b>Design and technology</b> <b>1C:</b> Eat more fruit and vegetables</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Create short simple texts on paper or on screen which combine words with images (and sounds).</li> </ul> <p><b>11. Sentence structure and punctuation</b> Use a range of punctuation correctly to support meaning and emphasis.</p>

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<p><b>Year 1 Term 2 Non-chronological report – Tiger Time</b>  <i>Something Stirs</i> by Debjani Chatterjee</p> <p><b>Unit objective</b></p> <p>To read an information book about a jungle, focusing on expressing views, establishing facts and developing vocabulary.</p>	<p><i>See also Progression in information texts Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Interpret a text by reading aloud with some variety in pace and emphasis.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to tapes or video and express views about how a story or information has been presented.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Explain their views to others in a small group, decide how to report the group’s views to the class.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context when reading for meaning.</li> <li>• Identify the main events and characters in stories and find specific information in simple texts.</li> <li>• Recognise the main elements that shape different texts.</li> </ul>	<p><b>Links to subjects other than English</b></p> <p><b>Citizenship</b>  <b>3:</b> Animals and us</p> <p><b>Science</b>  <b>1B:</b> Growing plants  <b>1D:</b> Light and dark  <b>1F:</b> Sound and hearing</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Distinguish fiction and non-fiction texts and the different purposes for reading them.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Find and use new and interesting words and phrases.</li> <li>• Convey information and ideas in simple non-narrative forms.</li> </ul>

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<p><b>Year 1 Term 2 Poetry – Tiger Time</b>  <i>Tiger Time Poetry</i> by Clare Bevan, Mike Jubb and John Rice</p> <p><b>Unit objective</b></p> <p>To read and enjoy poems with patterned language, adding actions and reciting words and phrases.</p>	<p><i>See also Progression in poetry Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Interpret a text by reading aloud with some variety in pace and emphasis.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Discuss why they like a performance.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Identify the constituent parts of two- and three-syllable words to support application of phonic knowledge and skills</li> <li>Read and spell phonically decidable two- and three-syllable words</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Use syntax and context when reading for meaning.</li> <li>Recognise the main elements that shape different texts.</li> <li>Explore the effect of patterns of language and repeated words and phrases.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, making imaginative links to own experiences.</li> </ul>	<p><b>Links to subjects other than English</b></p> <p><b>Citizenship</b>  <b>3:</b> Animals and us</p> <p><b>Science</b>  <b>1B:</b> Growing plants  <b>1D:</b> Light and dark  <b>1F:</b> Sound and hearing</p> <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Find and use new and interesting words and phrases, including ‘story language’.</li> <li>Create short simple texts on paper or on screen which combine words with images (and sounds).</li> </ul>

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<p><b>Year 1 Term 2 Fiction – Follow the Fox</b>  <i>King Fox</i> by Pratima Mitchell</p> <p><b>Unit objective</b></p> <p>To visualise and comment on events, characters and ideas, making imaginative links to own experiences; to respond to a story and the characters within it.</p>	<p><i>See also Progression in narrative Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Retell stories, ordering events using story language.</li> <li>Interpret a text by reading aloud with some variety in pace and emphasis.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Explore familiar themes and characters through improvisation and role play.</li> <li>Act out own and well-known stories, using voices for characters.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Identify the main events and characters in stories, and find specific information in simple texts.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>Write chronological texts using simple structures.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Compose and write simple sentences independently to communicate meaning.</li> <li>Use capital letters and full stops when punctuating simple sentences.</li> </ul>	<p><b>Citizenship</b>  <b>2:</b> Choices</p> <p><b>Citizenship</b>  <b>3:</b> Animals and us</p> <p><b>Design and technology</b>  <b>1A:</b> Moving pictures</p>

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<p><b>Year 1 Term 2 Non-chronological report – Follow the Fox</b> <i>Follow the Fox</i> by Gordon Askew</p> <p><b>Unit objective</b></p> <p>To read a multimodal text; to begin to understand how to navigate a text; to plan and write information about other animals.</p>	<p><i>See also Progression in information texts Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Interpret a text by reading aloud with some variety in pace and emphasis.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Read and spell phonically decodable two- and three-syllable words.</li> <li>Identify the constituent parts of two- and three-syllable words to support application of phonic knowledge and skills.</li> <li>Recognise automatically an increasing number of familiar high-frequency words.</li> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Use syntax and context when reading for meaning.</li> <li>Identify the main events and characters in stories, and find specific information in simple texts.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Independently choose what to write about, plan and follow it through.</li> </ul>	<p><b>Citizenship</b> <b>3:</b> Animals and us</p> <p><b>Geography</b> <b>1:</b> Around our school - the local area</p>

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Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 3 Non-fiction recount – Splish Splash Splosh</b>  <i>Sand in my Shoe</i> by Andrew Hammond</p> <p><b>Unit objective</b></p> <p>To develop factual recounts and the associated skills of communicating facts to another person; to recognise long vowel phonemes.</p>	<p><i>See also Progression in recount Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Describe incidents from their own experience in an audible voice.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Recognise and use alternative ways of pronouncing the graphemes already taught.</li> <li>Recognise and use alternative ways of spelling the graphemes already taught.</li> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>Segment sounds into their constituent phonemes in order to spell them correctly.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Recognise the main elements that shape different texts.</li> </ul>	<p><b>History</b></p> <p><b>3:</b> What were seaside holidays like in the past?</p> <p><b>Geography</b></p> <p><b>4:</b> Going to the seaside</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Distinguish fiction and non-fiction texts and the different purposes for reading them.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Convey information and ideas in simple non-narrative forms.</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>Write chronological and non-chronological texts using simple structures.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Use capital letters and full stops when punctuating simple sentences.</li> </ul>

***i-read* curriculum correlation charts**  
**Year 1**



Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 3 Fiction – Splish Splash Splosh</b>  <i>The Wave Horse</i> by Tony Mitton</p> <p><b>Unit objective</b></p> <p>To use a text as a basis for creative thinking and writing, by imagining inanimate objects coming to life, and writing alternative story endings.</p>	<p><i>See also Progression in narrative Year 1.</i></p> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Explore familiar themes and characters through improvisation and role-play.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Read phonically decodable two- and three-syllable words.</li> <li>Apply phonic knowledge and skills as the prime approach to reading unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Identify the main events and characters in stories.</li> <li>Make predictions showing an understanding of ideas, events and characters.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Independently choose what to write about, plan and follow it through.</li> </ul>	<p><b>Music</b></p> <p><b>2:</b> Sounds interesting - Exploring sounds</p> <p><b>PE</b></p> <p><b>7:</b> Swimming activities and water safety (1) Beginners (non-swimmers and developing swimmers)</p>

***i-read* curriculum correlation charts**  
**Year 1**



Unit	New framework objectives by	Links to subjects other than
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	<b>strand</b>	<b>English</b>
<p><b>Year 1 Term 3 Poetry – The Magic Castle</b>  <i>Magic Castle Poetry</i> by Clare Bevan</p> <p><b>Unit objective</b></p> <p>To read and respond to a group of fantasy poems with patterned and predictable structures; to explore the characters who feature in the poems.</p>	<p><i>See also Progression in poetry Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Interpret a text by reading aloud with some variety of pace and emphasis.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen with sustained concentration, building new stores of words in different contexts.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> <li>• Explain their views to others in small group, decide how to report the group’s views to the class.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Explore themes and characters through improvisation and role-play.</li> <li>• Act out own and well-known stories, using voices for characters.</li> <li>• Discuss why they like a performance.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>• Read and spell phonically decodable two- and three-syllable words.</li> </ul>	<p><b>History</b></p> <p><b>2:</b> What were homes like a long time ago?</p> <hr/> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Identify the main events and characters in stories, and find specific information in simple texts.</li> <li>• Make predictions showing an understanding of ideas, events and characters.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul>



Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 3 Non-fiction recount – The Magic Castle</b>  <i>The Wizard’s Wish Magnet</i> by Louise Glasspoole</p> <p><b>Unit objective</b></p> <p>To read and engage with different types of text, including multi-model, letters, notes, a diary and a script.</p>	<p><i>See also Progression in recount Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Retell stories, ordering events using story language.</li> <li>• Interpret a text by reading aloud with some variety of pace and emphasis.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen with sustained concentration, building new stores of words in different contexts.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions, make relevant contributions, offer suggestions and take turns.</li> <li>• Explain their views to others in small group, decide how to report the group’s views.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Explore familiar themes and characters through improvisation and role play.</li> <li>• Act out own and well-known stories, using voices for characters.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> <li>• Read phonetically decodable two- and three-syllable words.</li> </ul>	<p><b>History</b></p> <p><b>2:</b> What were homes like a long time ago?</p> <hr/> <p><b>6. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Identify the main events and characters in stories, and find specific information in simple texts.</li> <li>• Recognise the main elements that shape different texts.</li> <li>• Make predictions showing an understanding of ideas, events and characters.</li> </ul> <p><b>7. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>8. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Convey information and ideas in simple non-narrative forms.</li> </ul> <p><b>9. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Write chronological and non chronological texts using simple structures.</li> </ul>

*i-read* curriculum correlation charts  
**Year 1**



Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 3 Fiction –</b></p>	<p><i>See also progression in narrative</i></p>	<p><b>Design and technology</b></p>

<p><b>Dinosaurs</b>  <i>The Story of Grump</i> by Martin Waddell</p> <p><b>Unit objective</b></p> <p>To read and respond to a story, taking special notice of the characters when reading aloud.</p>	<p><i>Year 1.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Retell stories, ordering events using story language.</li> <li>• Interpret a text by reading aloud with some variety of pace and emphasis.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen with sustained concentration, building new stores of words in different contexts.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Explore familiar themes and characters through improvisation and role-play.</li> <li>• Act out own and well-known stories, using voices for characters.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul>	<p><b>1A: Moving pictures</b></p> <p><b>History</b></p> <p><b>2: What were homes like a long time ago?</b></p> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context when reading for meaning.</li> <li>• Identify the main events and characters in stories.</li> <li>• Make predictions showing an understanding of ideas, events and characters.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Visualise and comment on events, characters and ideas, making imaginative links to own experiences.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Independently choose what to write about, plan and follow through.</li> </ul>
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***i-read* curriculum correlation charts**  
**Year 1**



Unit	New framework objectives by strand	Links to subjects other than English
<p><b>Year 1 Term 3 Non-chronological report – Dinosaurs</b>  <i>Dinosaurs</i> by Deborah Chancellor</p> <p><b>Unit objective</b></p> <p>To read an information book; to focus on reading and understanding difficult words and finding information in different places; to start to write a class book.</p>	<p><i>See also Progression in information texts Year 1.</i></p> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Explain their views to others in a small group</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Recognise automatically an increasing number of familiar high frequency words.</li> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Find specific information in simple texts.</li> <li>• Make predictions showing an understanding of ideas, events and characters.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Select books for personal reading and give reasons.</li> <li>• Distinguish fiction and non-fiction texts and the different purposes for reading them.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Independently choose what to write about, plan and follow it through.</li> <li>• Convey information and ideas in simple non-narrative forms.</li> </ul>	