

KS1 Whole-Class Guided Reading Curriculum

Years 1/2 • Two-Year Rolling Programme • 2026–2028

FICTION • NON-FICTION • POETRY

Curriculum Intent

At Enstone Primary School, whole-class guided reading in Key Stage 1 builds from secure phonics into increasingly fluent, thoughtful reading. Pupils encounter high-quality fiction, purposeful non-fiction and poetry every term. The curriculum develops vocabulary, retrieval, sequencing, inference, prediction, discussion and enjoyment while ensuring that texts remain accessible enough for children to read with growing independence.

Implementation

Decodable reading remains central. Whole-class guided reading complements, rather than replaces, Bug Club Phonics and individual/group decodable reading. Teachers model fluent reading and prosody, explicitly teach vocabulary and gradually increase the amount pupils read themselves. Core guided-reading fiction is deliberately separate from the agreed Jane Considine The Write Stuff units. Non-fiction text sets make meaningful links with History, Geography and Science without simply repeating subject lessons.

Impact

By the end of Year 2, pupils should read age-appropriate texts with increasing fluency and stamina, explain the meaning of words in context, retrieve and sequence information, make straightforward inferences and predictions, discuss texts and poems, and justify simple responses using what they have read.

FICTION	NON-FICTION	POETRY
Story language • character • setting • sequence • prediction • inference	Vocabulary • retrieval • headings/captions • diagrams • simple comparison • knowledge	Rhyme • rhythm • performance • vocabulary • imagery • response

Key principle

One shared text experience; appropriately different expectations. Year 1 pupils may respond orally, sequence, point to evidence and read shorter sections. Year 2 pupils increasingly read sustained passages, retrieve independently, explain in sentences and justify ideas with evidence.

How Whole-Class Guided Reading Works in KS1

A flexible teaching sequence

1. Read & enjoy	2. Vocabulary & meaning	3. Retrieve & sequence	4. Think & infer	5. Respond & revisit
Teacher modelling, echo/choral reading where useful, prosody and repeated reading.	Clarify unfamiliar words, phrases and concepts; use context, pictures and morphology.	Find key information, order events/ideas and identify the main point.	Discuss feelings, motives and likely events; make simple inferences and predictions.	Explain preferences, compare, perform, answer questions and return to evidence.

Progression from Year 1 to Year 2

Reading focus	Year 1	Year 2
Fluency	Read short, familiar/decodable passages accurately; join in repeated reading.	Read longer age-appropriate passages with greater automaticity, phrasing and stamina.
Vocabulary	Discuss new words and link meanings to known words.	Explain words in context and notice interesting word choices.
Retrieval	Find explicitly stated information with support.	Locate and combine simple information from more than one sentence/section.
Sequence / summarise	Order key events or ideas using pictures/phrases.	Retell or summarise the main events/points in a concise sequence.
Inference	Use words and pictures to explain a character's feelings.	Infer feelings/motives from actions and words and give simple evidence.
Prediction	Say what might happen next from what has happened so far.	Make plausible predictions and explain which clues support them.
Non-fiction features	Use contents, headings, labels and captions with support.	Navigate headings, captions, diagrams and simple indexes efficiently.
Poetry & discussion	Join in, perform and talk about favourite words/rhymes.	Perform with expression; discuss vocabulary, pattern, imagery and personal response.

Years 1/2 – 2026–27

Whole-Class Guided Reading Curriculum Map. Core fiction is deliberately separate from the agreed Jane Considine The Write Stuff texts for this academic year. Non-fiction connections deepen curriculum knowledge without simply repeating History, Geography or Science lessons.

Term	Strand	Core text / text set	Reading emphasis	Curriculum connection	Use
Autumn	Fiction	The Bear and the Piano – David Litchfield	Sequence; character feelings; prediction; vocabulary; picture/text clues	Stand-alone literary breadth; avoids The Train Ride and The Day the Crayons Quit	Core picture book / sustained extracts
Autumn	Non-fiction	Then and now, our local area, animals and materials – photographs, simple information texts, labels and diagrams	Retrieve facts; sequence change; use captions/labels; compare; technical vocabulary	History: What is history? Geography: Where are I? Science: animals' needs, humans, materials/plastic	Text set / extracts
Autumn	Poetry	Rhymes, rhythm and everyday life – Allan Ahlberg, Shirley Hughes and anthology poems	Rhyme; rhythm; repeated reading; performance; favourite words	Builds oral fluency and enjoyment; distinct from Desk Diddler	Poetry set
Spring	Fiction	The Koala Who Could – Rachel Bright & Jim Field	Prediction; feelings and motives; repeated language; inference; retell	Stand-alone fiction; avoids Bird Feeder and Big Cats writing units	Core picture book
Spring	Non-fiction	School in the past, hot/cold places, plants and habitats – photos, maps, fact pages and simple explanations	Compare past/present; retrieve; headings; diagrams; explain simple cause/effect	History: school in the past. Geography: hot/cold places. Science: plants light/dark; habitats	Text set / extracts
Spring	Poetry	Weather and seasons – selected poems by Shirley Hughes, Robert Louis Stevenson and contemporary poets	Performance; vocabulary; rhyme/pattern; make connections	Supports seasonal/place language without duplicating writing poetry	Poetry set
Summer	Fiction	The Lighthouse Keeper's Lunch – Ronda & David Armitage	Sequence; humour; problem/solution; inference; authorial word choice	Coastal link; separate from Little Red Reading Hood	Core picture book
Summer	Non-fiction	Monarchy, coasts, plants, growing and wildlife – biographies, coastal information, diagrams and fact files	Retrieve across sections; compare; explain; use glossary/labels; simple summary	History: monarch. Geography: coast. Science: bulbs/seeds, growing up, wildlife	Text set / extracts
Summer	Poetry	Sea, creatures and place – James Carter, Giles Andreae and anthology poems	Imagery; sound; performance; compare two poems; personal response	Light coast/wildlife link; broad poetry diet	Poetry set

Note: A recommendation is given each term for a suitable picture book to use for the fiction strand. Other high-quality fiction books may be used during “Book Talk” or guided reading sessions in addition to the one suggested. Teachers will use their professional judgement when selecting suitable texts to use with their KS1 classes, ensuring that a wide range of authors and genres are represented, as well as exposing children to books celebrating a wide range of cultures and viewpoints. In the non-fiction strand, teachers will select age-appropriate texts to match the topic areas.

Years 1/2 – 2027–28

Whole-Class Guided Reading Curriculum Map. Core fiction is deliberately separate from the agreed Jane Considine The Write Stuff texts for this academic year. Non-fiction connections deepen curriculum knowledge without simply repeating History, Geography or Science lessons.

Term	Strand	Core text / text set	Reading emphasis	Curriculum connection	Use
Autumn	Fiction	Dogger – Shirley Hughes	Sequence over time; feelings; inference; prediction; vocabulary	Stand-alone classic picture book; avoids The Storm Whale and A Lion in Paris	Core picture book
Autumn	Non-fiction	Personal history, local place, the human body, seasons and materials – timelines, maps, diagrams and information texts	Chronology; retrieve; labels; compare; explain vocabulary	History: How am I making history? Geography: What is it like here? Science: human body, seasonal changes, materials	Text set / extracts
Autumn	Poetry	People, senses and seasons – Michael Rosen, Valerie Bloom and anthology poems	Oral fluency; rhyme/rhythm; sensory vocabulary; performance	Supports language development; distinct from writing units	Poetry set
Spring	Fiction	Traction Man Is Here – Mini Grey	Character; inference from illustration/text; prediction; humour; story structure	Links lightly to toys but does not duplicate The Owl Who Was Afraid of the Dark or Plants	Core picture book
Spring	Non-fiction	Toys then and now, UK weather, animals, planting and caring for the planet – sources, charts and information pages	Compare sources; retrieve; simple fact/opinion; diagrams; cause/effect	History: toys. Geography: UK weather. Science: planting, animals, caring for planet, seasonal change	Text set / extracts
Spring	Poetry	Weather, animals and the natural world – Grace Nichols, James Carter and selected poems	Vocabulary; pattern; imagery; performance; simple comparison	Builds nature language without repeating the Plants writing unit	Poetry set
Summer	Fiction	The Way Back Home – Oliver Jeffers	Prediction; sequence; motives; inference; links across illustrations and text	Flight/travel resonance; avoids George and the Dragon	Core picture book
Summer	Non-fiction	Flight, Shanghai, plants, food and seasonal change – biography, maps, comparison texts and simple explanations	Retrieve; compare places; sequence processes; captions/diagrams; summarise	History: learning to fly. Geography: Shanghai. Science: plants, growing/cooking, seasonal changes	Text set / extracts
Summer	Poetry	Journeys, places and imagination – Joseph Coelho, John Foster and anthology poems	Performance; word choice; compare; explain response; create mental images	Broadens reading diet; separate from If I Were in Charge of the World	Poetry set

Note: A recommendation is given each term for a suitable picture book to use for the fiction strand. Other high-quality fiction books may be used during “Book Talk” or guided reading sessions in addition to the one suggested. Teachers will use their professional judgement when selecting suitable texts to use with their KS1 classes, ensuring that a wide range of authors and genres are represented, as well as exposing children to books celebrating a wide range of cultures and viewpoints. In the non-fiction strand, teachers will select age-appropriate texts to match the topic areas.

Assessment, Adaptation and Text Selection

Relationship with phonics

Guided reading must sit alongside systematic synthetic phonics. Children should not be expected to independently decode texts containing large amounts of untaught code. Where the literary or curriculum value of a text exceeds pupils' current decoding level, the teacher reads/model-reads the demanding sections and chooses short accessible passages for pupil reading.

Mixed-age adaptation

Keep the shared text and discussion wherever possible. Adapt the quantity of text, amount of rereading, vocabulary pre-teaching, response mode and level of independence. Year 1 can demonstrate understanding orally, through sequencing and pointing to evidence; Year 2 should increasingly explain and justify in complete sentences.

Assessment

Use listening to oral reading, discussion, retrieval tasks, sequencing, short written responses and occasional independent comprehension. Assessment should distinguish decoding/fluency difficulty from comprehension difficulty.

Non-fiction

Use purposeful text sets rather than one generic information book: photographs, maps, diagrams, captions, timelines, biographies, simple source material and high-quality information texts. Revisit subject vocabulary while keeping the reading question central.

Poetry

Protect poetry as a reading entitlement. Re-read and perform poems frequently. Across the two years, include rhyme, humour, seasons, animals, place, sensory language, classic poems and contemporary voices.

Progression into KS2

By the end of Year 2, pupils should be ready for the KS2 model: increasingly sustained reading, more independent retrieval, evidence-based inference, comparison across texts and discussion of authorial word choice.

KS1 Reading Spine at a Glance

Purpose: a quick-reference map of the core literary experiences and curriculum-linked non-fiction themes. Teachers may supplement these with class read-alouds, decodable books and responsive text choices.

Academic year	Term	Fiction	Non-fiction & poetry
2026–27	Autumn	The Bear and the Piano	History/local area/animals/materials • rhyme & everyday-life poetry
2026–27	Spring	The Koala Who Could	School past/hot & cold/plants/habitats • weather & seasons poetry
2026–27	Summer	The Lighthouse Keeper’s Lunch	Monarchy/coasts/growing/wildlife • sea & creatures poetry
2027–28	Autumn	Dogger	Personal history/local place/body/seasons/materials • people/senses/seasons poetry
2027–28	Spring	Traction Man Is Here	Toys/weather/animals/planet • weather/animals/nature poetry
2027–28	Summer	The Way Back Home	Flight/Shanghai/plants/food • journeys/place/imagination poetry

Writing cross-check. The guided-reading fiction above avoids the agreed Y1/2 The Write Stuff units: The Train Ride, The Day the Crayons Quit, How to Make a Bird Feeder, Big Cats, Little Red Reading Hood and Desk Diddler; and The Storm Whale, A Lion in Paris, The Owl Who Was Afraid of the Dark, Plants, George and the Dragon and If I Were in Charge of the World.

Curriculum cross-check. The non-fiction strands are aligned to Enstone’s 2026–28 Kapow History/Geography and White Rose Science mixed-age Y1/2 plans, while retaining reading as the primary learning purpose.