

Reading Overview

Years 1 and 2

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| Word Reading | Positive Attitudes and Pleasure in Reading |
| Year 1 | Year 2 | Year 1 | Year 2 |
| 1. **To apply phonic knowledge and skills as the route to decode words**
2. **To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**
3. **To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes** e.g ow in snow and cow
4. **To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** (Y1 list, moving to Y2 when ready)
5. **To read words containing taught GPCs and –s, –es,-ies, –ing, –ed, –er and –est endings**
6. To count the syllables in words
7. **To read words of more than one syllable that contain taught GPCs**
8. **To read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)**
9. To use picture clues to help with reading texts.
10. To break words down into smaller ‘chunks’ to help with reading.
11. **To read books aloud accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**
12. **To reread books to build up fluency and confidence in word reading**
 | 1. **To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending.** e.g. at over 90 words per minute.
2. **To read accurately by blending the sounds in words that contain the graphemes** **taught so far, especially recognising alternative sounds for graphemes.**
3. **To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** (Y2 list, moving to Y3 when ready)
4. **To read words containing common suffixes** *e.g. –ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y,* -le, -tion, el, -al
5. To read words containing the prefix un-.
6. **To accurately read words with 2 or more syllables that contain alternative sounds for graphemes** e.g. shoulder, roundabout, grouping.
7. **To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered**
8. To focus on all the letters in the word. e.g. not reading place for palace.
9. To use a range of decoding strategies e.g. chunking, noting similar word patterns etc.
10. **To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**
11. **To reread these books to build up their fluency and confidence in word reading.**
12. To use tone and intonation when reading aloud.
 | 1. **To develop pleasure in reading, motivation to read, vocabulary and understanding**
2. **To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at** **which they can read independently**
3. To recognise the difference between fiction and non-fiction.
4. To recall and write about specific information in fiction and non-fiction texts
5. **To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their** **particular characteristics.**
6. To use drama and role play to retell stories and take on the role of a character.
7. To retell verbally and in written form.
8. To choose own books/stories to read and say why they have chosen it verbally and in written form.
9. **To recognise and join in with** **predictable phrases.**
10. To recognise repetition of language in reading.
11. To recognise obvious story language, for example; Once upon a time.. Big Bad Wolf.
12. **To link what they read or hear to their own experiences, with encouragement.**
13. **To learn to appreciate rhymes and poems, and to recite some by heart**
14. **To discuss word meanings, linking new meanings to those already known**
 | 1. **To develop pleasure in reading, motivation to read, vocabulary and understanding**
2. **To listen to, discuss and express views about a wide range of contemporary and classic** **poetry, stories and non-fiction at a level** **beyond that at which they can read independently.**
3. To be introduced to **non-fiction books that are structured in different ways**
4. **To discuss the sequence of events in books and how items of information are related.**
5. To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.
6. **To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.**
7. To make choices about which texts to read, based on prior reading experience.
8. To sequence, discuss and write about the main events in stories and recounts
9. **To recognise simple recurring literary language in stories and poetry**
10. To use own experiences to relate to what they read, both verbally and in written form.
11. To make links between texts, based on prior reading experience.
12. To recognise and write about key themes and ideas within a text.
13. To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.
14. **To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**
15. **To discuss and clarify the meanings of words, linking new meanings to known vocabulary.**
16. **To discuss** and write about **favourite words and phrases.**
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| Accuracy, Fluency and Understanding | Discussion, Retrieval and Analysis |
| Year 1 | Year 2 | Year 1 | Year 2 |
| 1. **To understand both the books they can already read accurately and fluently and those they listen to**
2. **To draw on own knowledge or on background information and vocabulary provided by the teacher**
3. **To check that the text makes sense to them as they read, and correct** **inaccurate reading**
4. **To discuss the significance of the title and events**
5. To identify and discuss the main events or key points in stories that they read themselves.
6. To identify and discuss the main characters in stories that are read independently.
7. To record what is read to them through representations and in writing.
8. **To make inferences based on what is said and done**
9. To express opinions verbally and in written form about main events and characters in a story **based on what is being said and done.**
10. To recognise verbally and in written form why a character is feeling a certain way **based on what is being said and done.**
11. **To make predictions verbally and in written form based on what they have read so far**
12. To answer questions on a text they read relating to who, what, where, when, why and how.
 | 1. **To understand both the books they can already read accurately and fluently and those they listen to.**
2. **To draw on own knowledge or on background information and vocabulary provided by the teacher.**
3. **To check that the text makes sense to them as they read,** **and correct inaccurate reading.**
4. To verbally summarise the events in a short extract.
5. To write a summary of events from a short extract.
6. **To make and write inferences on the basis of what is said and done for example;** Hansel was clever when he put stones in his pocket because…
7. **To make and write about predictions based what has been read so far.**
8. To make verbal and written predictions about familiar and unfamiliar texts.
9. **To answer and ask questions about a story.**
10. To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions.
 | 1. **To participate in discussions about what is read to them, taking turns and listening to what others say**
2. **To explain clearly their understanding of what is read to them**
3. To locate information on a simple fact sheet.
4. To begin to retrieve from non-fiction texts including using, contents pages and glossaries.
5. To discuss how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.
 | 1. **To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**
2. To explain own response to the text.
3. **To explain and discuss their understanding of books, poems and other material, both** **those that they listen to and those that they read for themselves.**
4. To begin to retrieve information from non-fiction texts including using, contents pages, glossaries and index.
5. To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.
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| Sentence Stems | Vocabulary |
| Year 1 | Year 2 | Year 1 | Year 2 |
| I like/don’t like... because…I think… happened because…I feel that…Next time I …First, next…I agree/disagree because... | I think...because…They are similar/differentbecause…I know this because…I found…Next time I could…It was interesting because...I like the part where....I predict that... | author. fiction, non-fiction, rhyme, story, character, setting,letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | plot, illustrator, alliteration, rhythm, beats, simile, narrator, chapter, patternnoun, noun phrase statement, question, exclamation, command compound, suffix adjective, |

Autumn Term

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| --- | --- | --- |
|  | Autumn 1 | Autumn 2  |
| Word Reading | **Objectives** | **Objectives** |
| Narrative  | **Text****Objectives** | **Text****Objectives** |
| Non-Fiction | **Text****Objectives** | **Text****Objectives** |
| Poetry | **Text****Objectives** | **Text****Objectives** |
| Cross Curricular Reading | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* |

Spring Term

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| --- | --- | --- |
|  | Spring 1  | Spring 2  |
| Word Reading | **Objectives** | **Objectives** |
| Narrative | **Text****Objectives** | **Text****Objectives** |
| Non-Fiction | **Text****Objectives** | **Text****Objectives** |
| Poetry | **Text****Objectives** | **Text****Objectives** |
| Cross Curricular Reading | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* |

Summer Term

|  |  |  |
| --- | --- | --- |
|  | Summer 1  | Summer 2  |
| Word Reading | **Objectives** | **Objectives** |
| Narrative | **Text****Objectives** | **Text****Objectives** |
| Non-Fiction | **Text****Objectives** | **Text****Objectives** |
| Poetry | **Text****Objectives** | **Text****Objectives** |
| Cross Curricular Reading | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* |