



Subject Overview

Subject: English (Reading) (KS1)

Year 1

Word reading	Comprehension
<p>Apply phonic knowledge and skills as the route to decode words.</p> <ul style="list-style-type: none"> To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the phonemes. To read words containing taught GPCs. To read words containing –s, -es, -ing, -ed and –est endings. To read words with contractions, eg. I’m, I’ll and we’ll 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To discuss word meanings and link new meanings to those already known.
<p>To read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> To discuss the significance of titles and events. To begin to make simple inferences To predict what might happen on the basis of what has been read so far.
<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <ul style="list-style-type: none"> To reread texts to build up fluency and confidence in word reading. 	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> To join in with discussions about a text, taking turns and listening to what others say.
	<p>Explain clearly their understanding of what is read to them.</p>

Year 2

Word reading

Apply their phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

- To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- To accurately read most words of two syllables or more.
- To read most words containing common suffixes.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
- To discuss the sequence of events in books and how items of information are related.
- To recognise simple recurring literary language in stories and poetry.
- To ask and answer questions about a text.
- To make links between the text that they are reading and other texts they have read.
- To discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- To discuss their favourite words and phrases.
- To make inferences on the basis of what is being said and done.
- To predict what might happen on the basis of what has been read so far in a text.

To read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- To show understanding by drawing on what they already know or on background information or vocabulary provided by the teacher.
- To check that the text makes sense to them as they read and to correct inaccurate reading.

To read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.

- To reread these books to build up fluency and confidence in word reading.
- To read words accurately and fluently without overt sounding and blending eg. at over 90 words per minute in age-appropriate texts.

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.

- To recognise that non-fiction books are often structured in different ways.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.