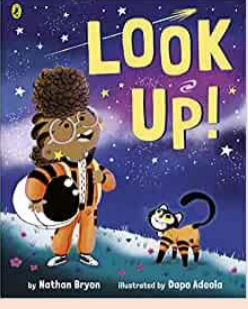
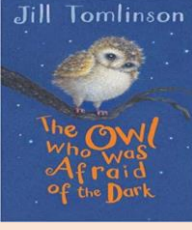

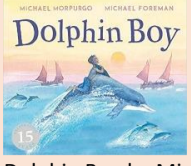

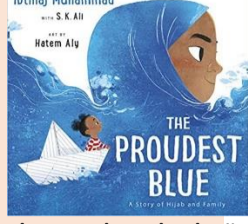


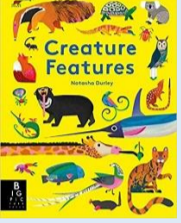


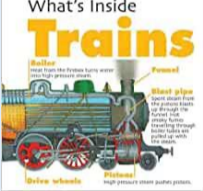
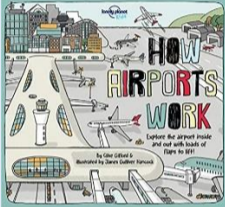
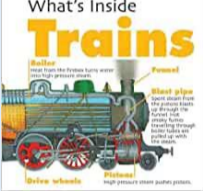
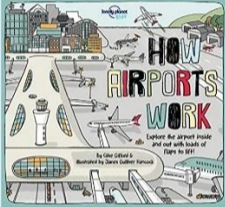
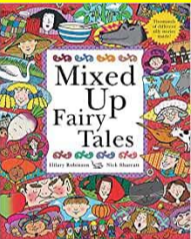

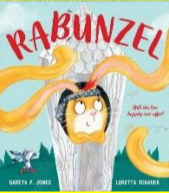

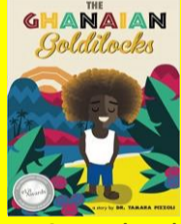
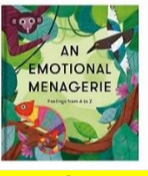


Year 1 and 2 Mixed Year Group Reading Framework



C= Coverage **N = New Learning** **R = Recall of prior learning**
WR= Word reading PoS **C= Comprehension PoS**

Terms		Autumn		Spring		Summer	
Range of books	Narrative – practitioners can choose additional texts that fit with topic work	 Look Up by Nathan Bryson Plus:   Plus – other Jill Tomlinson as chosen by practitioners	 Dolphin Boy by Michael Morpurgo	Songs and Poems – Michael Morpurgo 	 The Proudest Blue by Ibtihaj Muhammad	 Big Hair Parade by Diana Muendo	
	Non-Fiction	Non-Fiction – geography  Links with geography and history topics	Non-Fiction – animals -  Look at a range of non-fiction books related to animals with varying levels of texts and difficulty.	Non-fiction science  Open Wide...What's Inside? You don't really want to find out! Dentist Alex Rushworth reveals the revolting truth. This humorous, rhyming story of the Sugarbugs and their horrible habits helps children - and their parents! - understand what happens to their food to make their breath smell and their teeth need brushing.	Non-fiction – Little People Big Dreams, biographies for children. 	Non-fiction – Magazines, recipe books, real life information texts that the children can handle and choose from i.e. National Geographic for kids, First News etc.  	Non-fiction linked to travel to sup port history/geography curriculums i.e.  
	Rhyme/poetry/ traditional Tales	Nursery rhymes from European culture and wider. Traditional Tale with a twist: Mixed Up Fairytales by Hilary Robinson and Nick Sharratt  Classic Poem – Now We are Six by A.A.Milne	Teacher choice from a range of Nursery rhymes from European culture and wider. Traditional Tale with a twist: THE THREE LITTLE WOLVES AND THE BIG BAD FIG  Classic Poem – Life Doesn't Frighten Me by Maya Angelou	Traditional tales with a twist: RABUNZEL  PLUS – teacher choice from a range of Nursery rhymes from European culture and wider. Classic poem – The Owl and the Pussycat by Edward Lear	Chocolate Cake  Chocolate Cake by Michael Rosen PLUS – teacher choice from a range of Nursery rhymes from European culture and wider. Classic Poem – the Pied Piper of Hamlyn (use in drama/dance)	Traditional Tale with a twist – compare two versions of Goldilocks:  PLUS – teacher choice from a range of Nursery rhymes from European culture and wider. Classic Poem – Matilda by Hilare Belloc	 Poems from An Emotional Menagerie – relating written words to feelings PLUS – teacher choice from a range of Nursery rhymes from European culture and wider. Traditional Tale with a Twist/Classic poem combined: Roald Dahl's Revolting Rhymes
Coverage: Author	Jill Tomlinson		Michael Morpurgo				
Coverage: Key skills	Retrieval Prediction	Retrieval Prediction Word Meaning	Retrieval Prediction Work Meaning Inference	Retrieval Prediction Work Meaning Inference Sequencing	Retrieval Prediction Work Meaning Inference Authorial intent	Retrieval Prediction Work Meaning Inference Authorial intent Reading for Performance	
Ongoing word reading	Programme of Study statements: Year 1: Apply phonic knowledge and skills as the route to decode words Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Year 2: -Apply phonic knowledge to decode words until reading is fluent -Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation						
Ongoing non-statutory guidance	Year 1: Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Year 2: Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.						
Weeks	Year 1 WR: -apply phonic knowledge to decode words INSERT INFO DIRECTLY FROM PHONICS SCHEME (GPCS) C: RANGE OF READING -listen to and discuss a story/ stories at a level beyond that at which they can read independently C: CONVENTIONS & CONTENT -become familiar with the key story (traditional tale) through retelling -begin to consider particular characteristics and (retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling) -recognise and join in with predictable phrases/story	Year 1 WR: -respond correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, alternative sounds for graphemes (e.g. ow in snow and cow) C: UNDERSTANDING TEXT STRUCTURE -discuss the sequence of events in stories and identify the beginning, middle & end C: RANGE OF READING -listen to and discuss a story/ stories at a level beyond that at which they can read independently C: CONVENTIONS & CONTENT	Year 1 WR: -blending sounds in unfamiliar words containing taught GPCs C: INFERENCE -make inferences on the basis of what is being said, done and through detail in pictures C: RANGE OF READING -listen to and discuss a story/ stories at a level beyond that at which they can read independently -link what they read or hear read to their own experiences C: CONVENTIONS & CONTENT -familiarity with key traditional tales, retell them and consider their particular characteristics -retell in a range of contexts	Year 1 WR: -read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word C: UNDERSTANDING TEXT -explain understanding of what is read to them (e.g. give opinions about simple texts) C: RANGE OF READING -listen to and discuss a story/ stories at a level beyond that at which they can read independently -link what they read or hear read to their own experiences C: CONVENTIONS & CONTENT -familiarity with key traditional tales, retell them and consider their particular characteristics	Year 1 WR: -read words containing –s, –es, –ing, –ed, –er and –est endings -read other words of more than one syllable that contain taught GPCs C: UNDERSTANDING TEXT -activate prior knowledge -draw on what they already know or on background information -discuss the significance of the title and events -use active reading strategies (inc. checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions (e.g. about things/ words in the text they do not understand) C: RANGE OF READING	Year 1 WR: -read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) C: RANGE OF READING - listen to and discuss a wide range of stories -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text) C: CONVENTIONS & CONTENT -familiarity with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics	

Week 2

	<p>language (e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling)</p> <p>C: PREDICTION</p> <ul style="list-style-type: none"> -predict what might happen on the basis of what has been read so far (e.g. about the content/purpose of a text based on the title and the picture on the front cover) -make simple predictions about what might happen next 	<ul style="list-style-type: none"> -familiarity with key fairy stories, retell them and consider their particular characteristics -retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling) -join in with predictable phrases/story language 	<ul style="list-style-type: none"> -join in with predictable phrases/story language 	<ul style="list-style-type: none"> -join in with predictable phrases/story language 	<ul style="list-style-type: none"> -listen to and discuss stories -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -become very familiar with key stories & consider characteristics 	<ul style="list-style-type: none"> -recognise and join in with predictable phrases/story language
	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read accurately, blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -Listen to, discuss, express views about a range of contemporary and classic stories at a level beyond that at which they can read independently -Read for a range of purposes (e.g. enjoyment, to find out information) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Recognise settings and characters 	<p>WR:</p> <ul style="list-style-type: none"> -Read accurately words of two or more syllables that contain the same graphemes (e.g., shoulder, roundabout, grouping) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Recognise recurring literary language in stories (e.g. typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...') <p>C - WORD MEANING</p> <ul style="list-style-type: none"> -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Use picture dictionaries to check the meanings of words they have read/heard read 	<p>WR:</p> <ul style="list-style-type: none"> -Read words containing common suffixes (e.g. -ness, -ment, -ful, -ly) -Begin to read silently <p>C: UNDERSTANDING TEXT STRUCTURE</p> <ul style="list-style-type: none"> -Discuss sequence of events in books (including identifying the five stages of a story) and how items of information are related <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -Recommend books that they have read to their peers (make links to personal reading choices and reasons for these) <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Activate prior knowledge, draw on what they already know or on background information and vocabulary provided. -Answer literal, inferential and evaluative comprehension questions 	<p>WR:</p> <ul style="list-style-type: none"> -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -Read for a range of purposes (e.g. enjoyment, to find out information) <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Activate prior knowledge, draw on what they already know or on background information and vocabulary provided. -Answer literal, inferential and evaluative comprehension questions 	<p>WR:</p> <ul style="list-style-type: none"> -Read frequently encountered words quickly and accurately (e.g. shout, hand, stop, dream) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Become familiar with and retell a wider range of stories, fairy stories and traditional tales. 	<p>WR:</p> <ul style="list-style-type: none"> -Read frequently encountered words quickly and accurately (e.g. shout, hand, stop, dream) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Become familiar with and retell a wider range of stories, fairy stories and traditional tales. <p>C - UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -Identify, discuss, collect their favourite words/phrases. Give reasons for choice (e.g. alliteration, humorous phrases) <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Participate in discussion about books, and other works that are read to them / those that they can read themselves / take turns and listen to what others say <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Explain and discuss their understanding of books and other material, those that they listen to / those that they read for themselves
	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -re-read book(s) to build fluency and confidence in word reading <p>C: WORD MEANING</p> <ul style="list-style-type: none"> -discuss word meanings, linking new meanings to those already known <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -recognise the elements of stories (e.g. main events, main characters and whether they are good or bad, settings) -become very familiar with the key story, retell and consider particular characteristics (e.g. small world, role play, story boxes, puppets, storytelling) -recognise and join in with predictable phrases/story language <p>C: PREDICTION</p> <ul style="list-style-type: none"> -predict what might happen on the basis of what has been read so far -make simple predictions about what might happen next based on knowledge of other stories and their own experience 	<p>Year 1</p> <p>C: UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -Discuss favourite words and phrases in poems and stories <p>WR:</p> <ul style="list-style-type: none"> -respond correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, alternative sounds for graphemes <p>C: UNDERSTANDING STRUCTURE</p> <ul style="list-style-type: none"> -discuss the sequence of events in stories and identify the beginning, middle and end <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a story/ stories at a level beyond that at which they can read independently 	<p>Year 1</p> <p>C: UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -Discuss favourite words and phrases in poems and stories <p>C: UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Explain clearly their understanding of what is read to them (e.g. give opinions about simple texts [e.g. Hansel was clever when he put stones in his pocket]) -Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions -participate in discussion about what is read to them, taking turns and listen to what others say <p>WR:</p> <ul style="list-style-type: none"> -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>C: INFERENCE</p> <ul style="list-style-type: none"> -make inferences on the basis of what is being said and done and through detail in pictures (e.g. character putting on sun cream/t-shirt suggests it is sunny/hot) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a wide range of stories -link what they read or hear read to their own experiences 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>C: UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Explain clearly their understanding of what is read to them (e.g. give opinions about simple texts [e.g. Hansel was clever when he put stones in his pocket]) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a story/ stories at a level beyond that at which they can read independently -link what they read or hear read to their own experiences 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -Read words containing -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable that contain taught GPCs <p>C: UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -draw on vocabulary provided by the teacher -activate prior knowledge and draw on what they already know -discuss the significance of the title and events -Use active reading strategies (inc. checking text makes sense as read; correcting inaccurate reading; asking questions) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a story/ stories at a level beyond that at which they can read independently -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text) 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other, -Link what they read or hear read to their own experiences -Make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text)
	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read accurately, blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -Make personal reading choices. Explain reasons for these (e.g. linked to content, cover) -Listen to, discuss, express views about a range of contemporary and classic stories at a level beyond that at which they can read independently -Read for a range of purposes <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Use active reading strategies: checking that the text makes sense to them as they read; correcting inaccurate reading (e.g. checking that the word they have decoded fits with what they have read and makes sense in the context of knowledge about the topic); asking questions (e.g. about things/words in the text they do not understand) <p>C - PREDICTION</p> <ul style="list-style-type: none"> -Make predictions based on knowledge of typical settings and what is likely to happen in them (e.g. character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave make predictions using experience of reading books by the same author (e.g. predict that a book by Julia Donaldson will rhyme) 	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read accurately words of two or more syllables that contain the same graphemes <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Recognise recurring literary language in stories <p>C - WORD MEANING</p> <ul style="list-style-type: none"> -Use morphology to work out the meaning of unfamiliar words (e.g. prefixes) -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Use picture dictionaries to check the meanings of words they have read/heard read <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Recognise typical settings (e.g. forest for a fairy story) and characters (e.g. good and bad and what typically happens to them) 	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read words containing common suffixes (e.g. -ness, -ment, -ful, -ly) -Begin to read silently <p>C - SUMMARISING</p> <ul style="list-style-type: none"> -Identify the main ideas of a text (e.g. 'This book is all about dogs, what they eat and how to look after them.') <p>C - PREDICTION</p> <ul style="list-style-type: none"> -Make inferences on the basis of what is being said and done (e.g. use actions of characters to work out what time of day it is [e.g. getting the bus to school suggests it is early morning]; use actions of characters to work out where the story is set [e.g. 'Alex jumped off the swing and ran over to the slide' suggests he is in the park]; use inference to understand what has prompted a character's behaviour in a story) 	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Recognise typical settings (e.g. forest for a fairy story) and characters (e.g. good and bad and what typically happens to them) <p>C - PREDICTION</p> <ul style="list-style-type: none"> -Make inferences on the basis of what is being said and done (e.g. use actions of characters to work out where the story is set [e.g. 'Alex jumped off the swing and ran over to the slide' suggests he is in the park]; use inference to understand what has prompted a character's behaviour in a story) 	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read frequently encountered words quickly and accurately (e.g. shout, hand, stop, dream) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Become familiar with and retell a wider range of stories, fairy stories and traditional tales. <p>C - UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -Identify, discuss, collect their favourite words/phrases. Give reasons for choice (e.g. alliteration, humorous phrases) <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Participate in discussion about books, and other works that are read to them / those that they can read themselves / take turns and listen to what others say 	<p>Year 2</p> <p>WR:</p> <ul style="list-style-type: none"> -Read frequently encountered words quickly and accurately (e.g. shout, hand, stop, dream) <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -Become familiar with and retell a wider range of stories, fairy stories and traditional tales. <p>C - UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -Identify, discuss, collect their favourite words/phrases. Give reasons for choice (e.g. alliteration, humorous phrases) <p>C - UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -Participate in discussion about books, and other works that are read to them / those that they can read themselves / take turns and listen to what others say -Explain and discuss their understanding of books and other material, those that they listen to / those that they read for themselves
	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -re-read books to build up their fluency and confidence in word reading <p>C: WORD MEANING</p> <ul style="list-style-type: none"> -discuss word meanings, linking new meanings to those already known <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -recognise the elements of stories (e.g. main events, main characters and whether they are good or bad, settings) <p>C: PREDICTION</p> <ul style="list-style-type: none"> -predict what might happen on the basis of what has been read so far -make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience <p>C: CONVENTIONS & CONTENT</p> <ul style="list-style-type: none"> -recognise and join in with predictable phrases/story language (e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling) 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -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) <p>C: UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -Discuss favourite words and phrases in poems and stories <p>C: UNDERSTANDING TEXT STRUCTURE</p> <ul style="list-style-type: none"> -Discuss the sequence of events in stories and identify the beginning, middle and end <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a wide range of stories -link what they read or hear read to their own experiences 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>C: UNDERSTANDING LANGUAGE</p> <ul style="list-style-type: none"> -discuss favourite words and phrases in poems and stories <p>C: UNDERSTANDING TEXT</p> <ul style="list-style-type: none"> -explain clearly their understanding of what is read to them (e.g. give opinions about simple texts) -answer literal & evaluative questions -participate in discussion about what is read to them, taking turns and listen to what others say <p>C: INFERENCE</p> <ul style="list-style-type: none"> -ake inferences on the basis of what is being said and done and through detail in pictures (e.g. character putting on sun cream/t-shirt suggests it is sunny/hot) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to & discuss a range of stories -link what they read or hear read to their own experiences 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>C: UNDRRSTANDING TEXT</p> <ul style="list-style-type: none"> -explain clearly their understanding of what is read to them (e.g. give opinions about simple texts) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a wide range of stories -link what they read or hear read to their own experiences 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable that contain taught GPCs <p>C: UNDRRSTANDING TEXT</p> <ul style="list-style-type: none"> -activate prior knowledge and draw on what they already know -discuss the significance of the title and events -Use active reading strategies (inc. checking text makes sense as read; correcting inaccurate reading; asking questions) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -listen to and discuss a wide range of stories -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences 	<p>Year 1</p> <p>WR:</p> <ul style="list-style-type: none"> -Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) <p>C: RANGE OF READING</p> <ul style="list-style-type: none"> -Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other, (including those from the school's identified Y1 'core texts') -Link what they read or hear read to their own experiences -Make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text)

Week 3

<p>WR: -Read accurately, blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes C: RANGE OF READING -Make personal reading choices. Explain reasons for these (e.g. <i>linked to content, cover</i>) -Listen to, discuss, express views about a range of contemporary and classic stories at a level beyond that at which they can read independently -Read for a range of purposes C - UNDERSTANDING TEXT -Use active reading strategies: checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions C – PREDICTION -Make predictions based on knowledge of typical settings and what is likely to happen in them</p>	<p>WR: -Read accurately words of two or more syllables that contain the same graphemes C: CONVENTIONS & CONTENT -Recognise recurring literary language in stories C - WORD MEANING -Use morphology to work out the meaning of unfamiliar words (e.g. <i>prefixes</i>) -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Use picture dictionaries to check the meanings of words they have read/heard read</p>	<p>WR: -Read words containing common suffixes (e.g. <i>-ness, -ment, -ful, -ly</i>) -Begin to read silently C: RANGE OF READING -Recommend books that they have read to their peers (make links to personal reading choices and reasons for these) C: CONVENTIONS & CONTENT -Recognise typical settings (e.g. <i>forest for a fairy story</i>) and characters (e.g. <i>good and bad and what typically happens to them</i>)</p>	<p>WR: -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word C: CONVENTIONS & CONTENT -Recognise typical settings (e.g. <i>forest for a fairy story</i>) and characters (e.g. <i>good and bad and what typically happens to them</i>)</p>	<p>WR: -Read frequently encountered words quickly and accurately (e.g. <i>shout, hand, stop, dream</i>) C: CONVENTIONS & CONTENT -Become familiar with and retell a wider range of stories, fairy stories and traditional tales. C - UNDERSTANDING LANGUAGE -Identify, discuss, collect their favourite words/phrases. Give reasons for choice (e.g. <i>alliteration, humorous phrases</i>) C - UNDERSTANDING TEXT -Participate in discussion about books, and other works that are read to them / those that they can read themselves / take turns and listen to what others say</p>	<p>WR: -Read frequently encountered words quickly and accurately (e.g. <i>shout, hand, stop, dream</i>) C: CONVENTIONS & CONTENT -Become familiar with and retell a wider range of stories, fairy stories and traditional tales. C - UNDERSTANDING LANGUAGE -Identify, discuss, collect their favourite words/phrases. Give reasons for choice (e.g. <i>alliteration, humorous phrases</i>) C - UNDERSTANDING TEXT -Participate in discussion about books, and other works that are read to them / those that they can read themselves / take turns and listen to what others say C - UNDERSTANDING TEXT -Explain and discuss their understanding of books and other material, those that they listen to / those that they read for themselves</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p>	<p>C: PERFORMING -learn to appreciate rhymes and poems, and to recite some by heart C: UNDERSTANDING STRUCTURE -discuss a poem's pattern (e.g. <i>poems with repeating patterns or lines</i>) C: RANGE OF READING -listen to and discuss a wide range of poems.</p>	<p>C: PERFORMING -learn to appreciate rhymes and poems, and to recite some by heart C: UNDERSTANDING STRUCTURE -discuss a poem's pattern (e.g. <i>poems with repeating patterns or lines</i>) C: RANGE OF READING -listen to and discuss a wide range of poems</p>	<p>C: PERFORMING -perform poetry in unison, following the rhythm and keeping time -learn to appreciate rhymes and poems, and to recite some by heart C: UNDERSTANDING LANGUAGE -discuss favourite words and phrases in poems and stories C: UNDERSTANDING STRUCTURE -discuss a poem's pattern (e.g. <i>poems with repeating patterns or lines</i>) C: RANGE OF READING -listen to and discuss a wide range of poems -link what they read or hear read to their own experiences</p>	<p>C: PERFORMING -perform poetry in unison, following the rhythm and keeping time -learn to appreciate rhymes and poems, and to recite some by heart C: UNDERSTANDING STRUCTURE -discuss a poem's pattern (e.g. <i>poems with repeating patterns or lines</i>) C: UNDERSTANDING LANGUAGE -discuss favourite words and phrases in poems and stories C: RANGE OF READING -listen to and discuss a wide range of poems -link what they read or hear read to their own experiences</p>	<p>C: PERFORMING -imitate and invent actions to accompany poetry -perform poetry in unison, following the rhythm and keeping time -learn to appreciate rhymes and poems, and to recite some by heart C: UNDERSTANDING STRUCTURE -discuss a poem's pattern (e.g. <i>poems with repeating patterns or lines</i>) C: UNDERSTANDING LANGUAGE -discuss favourite words and phrases in poems and stories C: RANGE OF READING -listen to and discuss a wide range of poems -link what they read or hear read to their own experiences -make simple comments about poetry reading preferences (e.g. <i>like/dislike about a text</i>)</p>	<p>C: PERFORMING -Imitate and invent actions to accompany poetry -Perform poetry in unison, following the rhythm and keeping time -Learn to appreciate rhymes and poems, and to recite some by heart C: UNDERSTANDING STRUCTURE -discuss a poem's pattern (e.g. <i>repeating patterns or lines</i>) C: UNDERSTANDING LANGUAGE -discuss favourite words and phrases in poems and stories C: RANGE OF READING -listen to and discuss a wide range of poems -link what they read or hear read to their own experiences -make simple comments about poetry reading preferences (e.g. <i>say what they like/dislike about a text</i>)</p>
	<p>C: UNDERSTANDING TEXT STRUCTURE -Recognise structure and/or patterns of some simple forms of poetry (e.g. <i>list poems, question and answer poems, simple rhyming poetry</i>) C: RANGE OF READING -Listen to, discuss, express views about a range of contemporary and classic poetry at a level beyond that at which they can read independently</p>	<p>C: UNDERSTANDING TEXT STRUCTURE -Recognise structure and/or patterns of some simple forms of poetry (e.g. <i>list poems, question and answer poems, simple rhyming poetry</i>) C: RANGE OF READING -Listen to, discuss, express views about a range of contemporary and classic poetry at a level beyond that at which they can read independently C: CONVENTIONS & CONTENT -Recognise recurring literary language in poetry (e.g. <i>typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...'</i>) C: WORD MEANING -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Use picture dictionaries to check the meanings of words they have read/heard read</p>	<p>C: UNDERSTANDING TEXT STRUCTURE -Recognise structure and/or patterns of some simple forms of poetry (e.g. <i>list poems, question and answer poems, simple rhyming poetry</i>) C: RANGE OF READING -Listen to, discuss, express views about a range of contemporary and classic poetry at a level beyond that at which they can read independently C: CONVENTIONS & CONTENT -Recognise recurring literary language in poetry (e.g. <i>typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...'</i>) C - WORD MEANING -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Use picture dictionaries to check the meanings of words they have read/heard read C: UNDERSTANDING TEXT -Explain and discuss their understanding of poems and other material, those that they listen to / those that they read for themselves</p>	<p>C: UNDERSTANDING TEXT STRUCTURE -Recognise structure and/or patterns of some simple forms of poetry (e.g. <i>list poems, question and answer poems, simple rhyming poetry</i>) C: RANGE OF READING -Listen to, discuss, express views about a range of contemporary and classic poetry at a level beyond that at which they can read independently C: CONVENTIONS & CONTENT -Recognise recurring literary language in poetry (e.g. <i>typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...'</i>) C - WORD MEANING -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Use picture dictionaries to check the meanings of words they have read/heard read C: UNDERSTANDING TEXT -Explain and discuss their understanding of poems and other material, those that they listen to / those that they read for themselves</p>	<p>C: UNDERSTANDING LANGUAGE -Identify, discuss, collect their favourite words/phrases. Give reasons for choice (e.g. <i>alliteration, humorous phrases</i>) C: UNDERSTANDING TEXT -Activate prior knowledge, draw on what they already know or on background information and vocabulary provided. -Answer literal, inferential and evaluative comprehension questions C: UNDERSTANDING TEXT -Participate in discussion about poems and other works that are read to them / those that they can read themselves / take turns and listen to what others say</p>	<p>C: PERFORMING LANGUAGE -Perform poetry individually/together; speak audibly and clearly -Build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>
	<p>C: UNDERSTANDING STRUCTURE -Be introduced to a variety of non-fiction books -Distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: RANGE OF READING -Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other,</p>	<p>C: NAVIGATING -Locate page showing specific information (e.g.: <i>flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text</i>) -Identify simple non-fiction features that support the structure of the text (e.g. <i>labels, titles, captions</i>) C: UNDERSTANDING STRUCTURE -Be introduced to a variety of non-fiction books -Distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: RANGE OF READING -Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other,</p>	<p>C: UNDERSTANDING STRUCTURE -sort non-fiction books into those with similar content/ structure -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -Locate page showing specific information (e.g.: <i>flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text</i>) -Identify simple non-fiction features that support the structure of the text (e.g. <i>labels, titles, captions</i>) C: RANGE OF READING -listen to and discuss a wide range of non-fiction -link what they read or hear read to their own experiences</p>	<p>C: UNDERSTANDING STRUCTURE -identify the main idea of a text (e.g. <i>'This book is all about pets.'</i>) -sort non-fiction books into those with similar content/ structure -access a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -locate page showing specific information (e.g.: <i>flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text</i>) -identify simple non-fiction features that support the structure of the text (e.g. <i>labels, titles, captions</i>) C: RANGE OF READING -listen to and discuss a wide range of non-fiction -link what they read or hear read to their own experiences</p>	<p>C: UNDERSTANDING STRUCTURE -identify the main idea of a text (e.g. <i>'This book is all about pets.'</i>) -sort non-fiction books into those with similar content/ structure -access a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -locate page showing specific information -identify simple non-fiction features that support the structure of the text (e.g. <i>labels, titles, captions</i>) C: RANGE OF READING -listen to and discuss a wide range of non-fiction -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences</p>	<p>C: UNDERSTANDING STRUCTURE -identify the main idea of a text (e.g. <i>'This book is all about pets.'</i>) -sort non-fiction books into those with similar content/ structure -Be introduced to a variety of non-fiction books -Distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -locate page showing specific information -identify simple non-fiction features that support the structure of the text (e.g. <i>labels, titles, captions</i>) C: RANGE OF READING -Regularly listen to and discuss a wide range of non-fiction -Link what they read or hear read to their own experiences -Make personal reading choices and simple comments about reading preferences</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5</p>	<p>C: RANGE OF READING -Listen to, discuss, express views about a range of non-fiction at a level beyond that at which they can read independently -Read for a range of purposes (e.g. <i>enjoyment, to find out information</i>)</p>	<p>C: RANGE OF READING -Listen to, discuss, express views about a range of non-fiction at a level beyond that at which they can read independently -Read for a range of purposes (e.g. <i>enjoyment, to find out information</i>) C: UNDERSTANDING TEXT STRUCTURE -Be introduced to non-fiction books that are structured in different ways -Identify non-fiction features that support the structure of the text (e.g. <i>sub-headings, contents, glossary, captions, text boxes, diagrams</i>)</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C - SUMMARISING -Identify the main ideas of a text (e.g. <i>'This book is all about dogs, what they eat and how to look after them.'</i>)</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C - SUMMARISING -Identify the main ideas of a text (e.g. <i>'This book is all about dogs, what they eat and how to look after them.'</i>)</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C - SUMMARISING -Identify the main ideas of a text (e.g. <i>'This book is all about dogs, what they eat and how to look after them.'</i>) JC: NAVIGATING -Locate pages showing specific information in fiction and non-fiction (e.g. <i>flick through a book to look for particular pictures or headings or use contents page</i>) scan a short section of text for a key word</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C - SUMMARISING -Identify the main ideas of a text (e.g. <i>'This book is all about dogs, what they eat and how to look after them.'</i>) JC: NAVIGATING -Locate pages showing specific information in fiction and non-fiction (e.g. <i>flick through a book to look for particular pictures or headings or use contents page</i>) scan a short section of text for a key word</p>

Week 6

	<p>C: UNDERSTANDING STRUCTURE -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: RANGE OF READING -listen to and discuss a wide range of non-fiction</p>	<p>C: NAVIGATING -Locate page showing specific information -Identify simple non-fiction features that support the structure of the text (e.g. labels, titles, captions) C: UNDERSTANDING STRUCTURE -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: RANGE OF READING -listen to and discuss a wide range of non-fiction -link what they read or hear read to their own experiences</p>	<p>C: UNDERSTANDING STRUCTURE -sort non-fiction books into those with similar content/ structure -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -locate page showing specific information -identify simple non-fiction features that support the structure of the text (e.g. labels, titles, captions) C: RANGE OF READING -listen to and discuss a wide range of poems, stories and non-fiction -link what they read or hear read to their own experiences</p>	<p>C: UNDERSTANDING STRUCTURE -identify the main idea of a text (e.g. 'This book is all about pets.')</p> <p>-sort non-fiction books into those with similar content/ structure -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -Locate page showing specific information -Identify simple non-fiction features that support the structure of the text (e.g. labels, titles, captions) C: RANGE OF READING -listen to and discuss a wide range of non-fiction -link what they read or hear read to their own experiences</p>	<p>C: UNDERSTANDING STRUCTURE -identify the main idea of a text (e.g. 'This book is all about pets.')</p> <p>-sort non-fiction books into those with similar content/ structure -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -Locate page showing specific information -Identify simple non-fiction features that support the structure of the text (e.g. labels, titles, captions) C: RANGE OF READING -listen to and discuss a wide range of poems, stories and non-fiction -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text)</p>	<p>C: UNDERSTANDING STRUCTURE -sort non-fiction books into those with similar content/ structure -be introduced to a variety of non-fiction books -distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them C: NAVIGATING -Locate page showing specific information -Identify simple non-fiction features that support the structure of the text (e.g. labels, titles, captions) C: RANGE OF READING -listen to and discuss a wide range of non-fiction -link what they read or hear read to their own experiences -make personal reading choices and simple comments about reading preferences</p>
	<p>C: RANGE OF READING -Listen to, discuss, express views about a range of non-fiction at a level beyond that at which they can read independently -Read for a range of purposes (e.g. enjoyment, to find out information)</p>	<p>C: RANGE OF READING -Listen to, discuss, express views about a range of non-fiction at a level beyond that at which they can read independently -Read for a range of purposes (e.g. enjoyment, to find out information) C: UNDERSTANDING TEXT STRUCTURE -Be introduced to non-fiction books that are structured in different ways -Identify non-fiction features that support the structure of the text (e.g. sub-headings, contents, glossary, captions, text boxes, diagrams)</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C-SUMMARISING -Identify the main ideas of a text (e.g. 'This book is all about dogs, what they eat and how to look after them.')</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C-SUMMARISING -Identify the main ideas of a text (e.g. 'This book is all about dogs, what they eat and how to look after them.')</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C-SUMMARISING -Identify the main ideas of a text (e.g. 'This book is all about dogs, what they eat and how to look after them.')</p> <p>C: NAVIGATING -Locate pages showing specific information in fiction and non-fiction (e.g. flick through a book to look for particular pictures or headings or use contents page) scan a short section of text for a key word</p>	<p>C: RANGE OF READING -Identify appropriate non-fiction books to use to find out information about a given topic C-SUMMARISING -Identify the main ideas of a text (e.g. 'This book is all about dogs, what they eat and how to look after them.')</p> <p>C: NAVIGATING -Locate pages showing specific information in fiction and non-fiction (e.g. flick through a book to look for particular pictures or headings or use contents page) scan a short section of text for a key word</p>
Terminology check Year 1 – black Year 2 – blue if additional to Y1 (if all in black, they apply to both).	phoneme, grapheme, digraph, split digraph, letter, word suffix, sub-heading, heading, contents, glossary, captions	phoneme, grapheme, digraph, split digraph, letter, word suffix, sub-heading, heading, contents, glossary, captions	phoneme, grapheme, digraph, split digraph, letter, word suffix, sub-heading, heading, contents, glossary, captions	phoneme, grapheme, digraph, split digraph, letter, word suffix, sub-heading, heading, contents, glossary, captions	phoneme, grapheme, digraph, split digraph, letter, word suffix, sub-heading, heading, contents, glossary, captions	phoneme, grapheme, digraph, split digraph, letter, word suffix, sub-heading, heading, contents, glossary, captions
Reading check Year 1	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
Reading Check Year 2	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.