



Sudbury Primary School Curriculum Overview for Key Stage 1 2016-17 : Reading Long Term Plan for progression

National Curriculum objectives for Years 1 and 2 have been organised into a teaching sequence which is focused on progression and coverage of skills. The majority of objectives need to be taught within a range of text types so that pupils understand the differences of vocabulary/text structure between fiction and non-fiction texts and between genres. Therefore objectives will be taught within one term and then repeated within a different context. Inference and deduction skills should be embedded throughout their reading sessions.

	Year 1	Year 2
Autumn 1	10. Discusses the significance of a title of a text. 11. Discusses the significance of the events within a text. 12. Links reading to own experience. 13. Recognises and joins in with predictable phrases. 14. Is able to check that the text makes sense to them as they read. <i>This will be ongoing throughout year.</i> 15. Makes inferences on the basis of what is begin said or done (by characters). 16. Questions/comments on the meaning of parts of the text.	7. Predicts what might happen on the basis of what has been read so far. 8. Checks for meaning, going back if they don't understand a section of text. <i>This will be ongoing throughout year.</i> 9. Simple inferences made about events and information, using evidence from the 10. Explains and discusses understanding of text, making reference to textual clues.
Autumn 2	17. Some simple points from the text are recalled. 18. Is able to locate pages of particular interest. 19. Appreciates rhymes and poems. 20. Some awareness of meaning of simple text features e.g. style, label, font, titles.	11. Specific information can be recalled: names, main ingredients. 12. Generally clear about where to look for information about key events, characters etc. 13. Some awareness of use of features of organisation: beginning and ending of story, types of punctuation used. 14. Is able to explain the sequence of events in books and explains how information/events are related. 17. Recognises simple recurring literary language in stories and poetry. <i>Ongoing- needs to be revisited at different points for different forms of poetry.</i>
Spring 1	21. Comments on obvious features of language. 22. Discusses word meanings, linking new meaning to those already known. 23. Simple comments about preferences.	16. Effective language choices noted. 15. Understands that non-fiction books are structured in a different way to a story book. 18. Expresses their own views about a wide range of text types. 19. Awareness that writers have viewpoints and purposes.
Spring 2	24. Is familiar with key stories, fairy stories and traditional tales. 25. Is able to retell fairy stories and traditional tales and recognises their particular characteristics.	20. General features of text types identified: information books, story books, and printable media. 21. Awareness that books are set in different times and places.
Summer 1	The Summer Term should be spent providing pupils with the opportunities to use and develop the skills they have been taught, as well as recap any of those which they had difficulty with initially or are not using correctly in their independent work. If any of the <i>ongoing</i> skills have not been covered, opportunity	



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Summer 2	should also be provided for that direct teaching here. Once objectives have been taught, they should be recapped whenever the opportunity arises to ensure that pupils are able to use each reading skill within a range of contexts.	
Ongoing	<ol style="list-style-type: none">1. Applies phonic knowledge to decode words2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.3. Blend sounds to read familiar words.4. Blend sounds to read unfamiliar words.5. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.6. Read words with more than one syllable (contain taught GPCs).7. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).8. Reads aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.9. Shows some awareness of punctuation when reading out loud.	<ol style="list-style-type: none">1. Phonic knowledge is used to decode words (until automatic decoding has become embedded).2. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and – est endings.3. Reads words of two or more syllables accurately.4. Read words containing common suffixes.5. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.6. Shows some fluency and expression and expression when reading out loud, taking account of punctuation and speech marks.