| READING OVERVIEW - 2021 - 2022 | | | | Autumn | | | | | | | | Spring | | | | | | | Summer | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NF | N | N | N | N | N | N | P | N | N | N | N | NF | N | N | N | N | NF | N | NF | N | P |
| These books are linked to Writing. | | | Year 1 | The Bee Book | Kipper's Toybox | The Teddy Robber | Dogger | Beegu | The Man on the Moon | The Way Back Home | Childhood Poems | The Queen's Hat | Dick Whittington | Topsy and Tim visit London | The Pizza Princess | Pets | No Dinner for Anansi | The Blue Jackal | Jack and the Beanstalk | Anna's Amazing Multi-coloured Glasses | Seed to Sunflower | The Name Jar | Victorian Schools | Pinnochio | School Poems |
| NATIONAL CURICULUM IN ENGLAND STATUTORY REQUIREMENTS | COMPREHENSION | WORD MEANING | Discuss word meanings, linking new meanings to those already known | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | PREDICTING | Predicting what might happen on the basis of what has been read so far | | | √ | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | | √ | |
| | | INFERENCE | Making inferences on the basis of what is being said and done | | | √ | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | | √ | √ |
| | | UNDERSTANDING | Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | Check that the text makes sense to them as they read and correcting innaccurate reading | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | Discuss the significance of the title and events | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | Participate in discussion about what is read to them, taking turns and listening to what others say | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | Explain clearly their understanding of what is read to them | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | RETELING AND PERRFORMING GENRE & CONVENTIONS | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | | | | | | | | | | √ | | | | √ | √ | √ | | | | | √ | |
| | | | Recognise and join in with predictable phrases | | | | | | | | √ | | √ | | | | √ | √ | √ | | | | | | |
| | | | Learn to appreciate rhymes and poems, and to recite some by heart | | | | | | | | √ | | | | | | | | | | | | | | √ |
| | | PLEASURE AND MOTIVATION TO READ | Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | Link what they read and hear to their own experiences | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

Word reading objectives outlined below are taught and practised in phonics lessons, writing lessons and individual, paired or group reading sessions using decodable books which are aligned to the teaching of phonics.

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- 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
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.