

## READING COVERAGE

YEAR GROUP	AUTUMN TERM 1			AUTUMN TERM 2		
YEAR R				SET 1 SOUNDS	SET 1 SOUNDS	SET 1 SOUNDS
YEAR 1	SET 1/2 SOUNDS	SET 1/2 SOUNDS	SET 1/2 SOUNDS	SET 1/2 SOUNDS RETRIEVAL	SET 1/2 SOUNDS RETRIEVAL	SET 1/2 SOUNDS RETRIEVAL
YEAR 2	RETRIEVAL	RETRIEVAL	RETRIEVAL	RETRIEVAL/ PREDICTION	RETRIEVAL/ PREDICTION	RETRIEVAL/ PREDICTION

YEAR GROUP	SPRING TERM 1			SPRING TERM 2		
YEAR R	SET 1 + BLENDING	SET 1 + BLENDING	SET 1 + BLENDING	SET 1 + BLENDING	SET 1 + BLENDING	SET 1 + BLENDING
YEAR 1	SET 2/3 SOUNDS RETRIEVAL	SET 2/3SOUNDS RETRIEVAL	SET 2/3 SOUNDS RETRIEVAL	SET 2/3 SOUNDS RETRIEVAL	SET 2/3 SOUNDS RETRIEVAL	SET 2/3 SOUNDS RETRIEVAL
YEAR 2	INFERENCE	INFERENCE	INFERENCE	INFERENCE	SEQUENCE	SEQUENCE

YEAR GROUP	SUMMER TERM 1			SUMMER TERM 2		
YEAR R	SET 1/2 SOUNDS	SET 1/2 SOUNDS	SET 1/2 SOUNDS	SET 1/2 SOUNDS	SET 1/2 SOUNDS	SET 1/2 SOUNDS
YEAR 1	SET 2/3 SOUNDS	SET 2/3SOUNDS	SET 2/3 SOUNDS	SET 2/3 SOUNDS	SET 2/3 SOUNDS	SET 2/3 SOUNDS
YEAR 2	COMPARISONS	COMPARISONS	COMPARISONS	COMPARISONS	COMPARISONS	COMPARISONS

	NURSERY	RECEPTION
<b>WORD READING</b>		<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>• Recognises and uses rhyme in daily conversation.</li> <li>• Use Fred Fingers to segment and read words.</li> <li>• Can identify words containing the same digraph or trigraph e.g ay- may, day, play.</li> </ul> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>COMPREHENSION</b>		<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>

	YEAR 1	YEAR 2
<b>WORD READING</b>	<p>Read aloud accurately books that are consistent with their developing phonemic knowledge.</p> <p>Apply phonic knowledge and skills as the route to de-code words.</p> <p>Respond speedily with the correct grapheme for 44 phonemes.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g c in ice cream ; ch in chef, school and church; ou in could, found, you, shoulder.</p> <p>Read accurately by blending sounds of unfamiliar words.</p> <p>Read common exception words, noting tricky parts.</p> <p>Read words containing –s, -es, -ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading e.g farm-yard, playground, September, internet, animal, Africa.</p> <p>Read words with contractions e.g I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter.</p>	<p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (coordination).</p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll. • Use apostrophes for singular possession in nouns, e.g. the girl’s name.</p> <p>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p>

	YEAR 1	YEAR 2
<b>WORD READING CONT'D</b>	<p>Split two and three syllable words into the separate syllables to support blending for reading e.g farm-yard, playground, September, internet, animal, Africa.</p> <p>Read words with contractions e.g I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words, including high frequency words, quickly and accurately without overt sounding out and blending.</p> <p>Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g ou in shoulder, roundabout, grouping.</p> <p>Read longer and less familiar texts independently.</p> <p>Read words containing common suffixes e.g -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y</p> <p>Read common exception words noting their tricky parts.</p>
<b>DEVELOPING PLEASURE IN READING AND MOTIVATION TO READ</b>	<p>Relate texts to own experiences.</p> <p>Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g small world, role play, storytelling.</p>	<p>Discuss the main events in stories and sequence using language such as First of all..., Moments later, After a while, Finally.</p>

	YEAR 1	YEAR 2
<b>DEVELOPING PLEASURE IN READING AND MOTIVATION TO READ CONT'D</b>	<p>Enjoy and recite rhymes and poems and express preferences.</p> <p>Make personal reading choices and give more detailed reasons for their selection.</p>	<p>Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences.</p>
<b>UNDERSTANDING BOOKS WHICH THEY CAN READ THEMSELVES AND THOSE WHICH ARE READ TO THEM</b>	<p>Discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Activate prior knowledge of the subject e.g what do you know about minibeasts.</p> <p>Check that texts make sense while reading and self correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play, drama, drawing on on language from the text.</p> <p>Give opinions and support with reasons e.g I like the Little Red Hen because she...</p> <p>Demonstrate understanding of texts by asking and answering questions related to who, what, where,</p>	

	YEAR 1	YEAR 2
<b>UNDERSTANDING BOOKS WHICH THEY CAN READ THEMSELVES AND THOSE WHICH ARE READ TO THEM</b>	<p>Identify, discuss and sequence the main events in stories. Record simply e.g story map.</p> <p>Make predictions based on what has been read so far and give reasons.</p> <p>Identify, describe and discuss main characters in stories. Capture simply in writing in writing, e.g wanted poster, character profile.</p> <p>Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g The Runaway Train; Not now Bernard!</p> <p>Answer 'why' questions requiring basic inference, e.g Why do you think he said...? Why do you think he did that?</p> <p>Recall specific information from non-fiction texts.</p> <p>Use parts of the text to find information e.g titles, contents, page and labelled diagram.</p>	
<b>PARTICIPATING IN DISCUSSION</b>	<p>In discussions about texts, listen to what others say and take turns to speak.</p>	

	YEAR 1	YEAR 2