

English Overview – Reading: Word Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	English Genre Based Projects: Stories with a familiar setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1) Acrostic poems (Y2)	English Genre Based Projects: Poems - pattern (Y1/2) Recount (Y1/2) Narrative recount (Y1/2)	English Genre Based Projects: Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)	English Genre Based Projects: Traditional tales (Y1/2)	English Genre Based Projects: Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)	English Genre Based Projects: Fantasy worlds (Y1/2) Diary extracts (Y1/2) Poems - rhyme (Y1/2)
Y1	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read other words of more than one syllable that contain taught GPCs 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • 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) • re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • 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) • re-read these 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • 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 	<ul style="list-style-type: none"> • 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, - 	<ul style="list-style-type: none"> • 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

			books to build up their fluency and confidence in word reading	<p>contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading 	<p>ing, -ed, -er and -est endings</p> <ul style="list-style-type: none"> 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) re-read these books to build up their fluency and confidence in word reading 	<p>containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <ul style="list-style-type: none"> 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
Y2	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become

	<p>reading is fluent</p> <ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes 	<p>reading is fluent</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • re-read these books to build up their fluency and confidence in word reading. 	<p>embedded and reading is fluent</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • re-read these books to build up their fluency and confidence in word reading. 	<p>embedded and reading is fluent</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • re-read these books to build up their fluency and confidence in word reading. 	<p>reading is fluent</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • re-read these books to build up their fluency and confidence in word reading. 	<p>embedded and reading is fluent</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving
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						<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none">• re-read these books to build up their fluency and confidence in word reading.
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