

Rationale:

- Autumn term starts with more decoding/ reading skills, some word reading skills are later in the year to tie in with spelling
- Comprehension starts basic- retrieval/ retelling and builds up to inference and higher order reading skills.

Reception – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn												
Spring	<p>Guided Reading starts</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Read common exception words</p> <p>Make a sentence using given words, making sure that it makes sense</p>						<p>Guided Reading starts</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Read common exception words</p> <p>Make a sense using given words, making sure that it makes sense</p>					
Summer	<p>Read aloud simple sentences and books consistent with phonic knowledge</p> <p>Take part in a group discussion about a book</p> <p>Follow the text with a finger when someone else is reading</p>						<p>Read aloud simple sentences and books consistent with phonic knowledge</p> <p>Take part in a group discussion about a book</p> <p>Follow the text with a finger when someone else is reading</p>					

Year 1 – Guided Reading Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Read some common exception words and see where letter sounds are different</p> <p>Retell traditional tales/ fairy stories</p> <p>Take part in group discussion</p>						<p>Re-rRetell traditional tales/ fairy storeis</p> <p>Talk about title and events</p> <p>Take part in group discussion</p>					
Spring	<p>Read words of more than one syllable</p> <p>Link books read to own experiences</p> <p>Use what I have read to understand the text</p> <p>Take part in group discussion</p>						<p>Read words with plurals (s, es, ed, ing, er and est)</p> <p>Read words with contractions</p> <p>Predicting</p> <p>Take part in group discussion</p>					
Summer	<p>Recite Poetry</p> <p>Discuss poetry and rhymes</p> <p>Take part in group discussion</p>						<p>Spot if a word has been read wrong by following the text</p> <p>Character Feelings</p> <p>Take part in group discussion</p>					

Year 2 – Guided Reading Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Apply phonic knowledge and skills until decoding becomes embedded and reading is fluent</p> <p>Read words of 2 or more syllables that contain taught sounds</p> <p>Check that the text makes sense and correct inaccurate reading</p> <p>Take part in group discussion</p>						<p>Read words containing common suffixes</p> <p>Read common exception words noting where sounds don't match the spelling</p> <p>Understand books read by drawing on background information and vocab provided by the teacher</p> <p>Take part in group discussion</p>					
Spring	<p>Ask and answer simple questions about the book being read</p> <p>Predicting</p> <p>Take part in group discussion</p>						<p>Share opinions on poems</p> <p>Recite poems</p> <p>Take part in group discussion</p>					
Summer	<p>Talk about favourite words or phrases</p> <p>Predicting</p> <p>Explain the meaning of new words and link to known words</p> <p>Take part in group discussion</p>						<p>Recognise repeated themes/ ideas in stories and poems</p> <p>Take part in group discussion</p> <p>Discuss understanding and opinions on a text</p>					

End of Year Expectations

EYFS

Dovers Expected:

Read words consistent with their phonic knowledge by sound blending
Read aloud simple sentences and books consistent with phonic knowledge
Read common exception words
Take part in a group discussion about a book
Follow the text with a finger when someone else is reading
Make a sentence using given words, making sure that it makes sense

Year 2

Dover's Expected:

Retell the story or recall information from the book
Self correct any inaccurate reading
Answer some inference questions about a text
Discuss and clarify word meanings
Read most words without sounding out and blending
Sound out unfamiliar words accurately without hesitation

Dover's Exceeding:

Read for pleasure and share their opinions about the book
Discuss word meanings and link new meanings to known vocabulary
Make a plausible prediction about what might happen next
Make links between different books they have read
Make inferences about the text

Confidently discuss a text, listen and respond to what others say

Year 1

Dovers Expected:

Join discussions about a text, take turns and listen to what others say
Check a text makes sense as they read and self-correct
Link what they have read to their own experiences
Discuss the significance of title and events
Discuss word meanings

Dovers Exceeding:

Read for pleasure
Retell stories in detail
Answer some inference questions based on what is said and done
Make sensible predictions supported by evidence
To read unfamiliar words by applying their knowledge of alternative grapheme
Confidently discuss a text, take turns and listen to what others say

Curriculum Enhancers

- Visit from an author (minimum once during their time at Dovers)
- Annual Book Week
- World Book Day
- Dedicated reading time in class- ERIC
- Year 2 reading to Ladybirds