

# 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>Read words containing common suffixes (TT and TAF)            Read common exception words (TAF) noting where sounds don't match the spelling (TT)            Read words of 2 or more syllables that contain taught sounds (TT and TAF)</p>						<p>Apply phonic knowledge and skills until decoding becomes embedded and reading is fluent (TT)            Read most words accurately without sounding out and blending and sufficiently fluently to allow them to focus on understanding rather than decoding. (TAF)            Take part in group discussion (TT)</p>					
Spring	<p>Check it makes sense to them, correcting any inaccurate reading (TAF and TT)            Answer questions and make some inferences/Make inferences based on what is said and done (TAF and TT)            Take part in group discussion</p>						<p>Share opinions on poems            Recite poems            Recognising simple recurring literary language (TT)            Take part in group discussion            GD: Make links between the book they are reading and other books they have read.</p>					
Summer	<p>GD: Recognise repeated themes/ ideas in stories and poems (TT)            GD: Make links between the book they are reading and other books they have read (TAF)            Expected and Working Towards Children: Plug gaps</p>						<p>Talk about favourite words or phrases            Explain the meaning of new words and link to known words</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