SandyHill Academy

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Term	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Reading: Applying phonics	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes foe all 40+ phonemes, including, where applicable, alternative graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words. Read aloud books consistent with their developing phonic knowledge. Re-read these books to build up fluency and confidence in word reading.			Continue to apply phonic knowledge and skills as route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read further common exception words. Read accurately words of 2 or more syllables that contain the taught GPCs. Read most words quickly and accurately without overt sounding and blending. Read aloud books closely matching to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in reading. Read words containing common suffixes		
	Read words of more than one syllable that contain taught GPCs. Read phonically decodable texts.	Know which parts of words can be decoded using phonics. Blend sounds in unfamiliar words based on known GPCs. Read words with familiar endings (-s, ed, ing, es, er, est). Read words which have the prefix –un added. Read phonetically decodable texts with increased confidence. Divide words into syllables.	Know that words have omitted letters and that an apostrophe represents the omitted letter Find contractions in reading Read words with contractions Read compound words.	Understand some words cannot be decoded with phonic strategies. Know phonemes may be represented by different graphemes. Know that familiar words do not need to be sounded out and blended. Read familiar words automatically.	Know the same grapheme may be read in different ways. Recognise alternatives and consider which will make sense. Recognise syllables in words. Know that breaking into syllables helps fluent decoding. Know that other strategies can be used to read unfamiliar words. Use other strategies to support fluent decoding.	Read words of two or more syllables accurately. Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read books confidently and fluently.
Reading: Reading for pleasure	Develop pleasure in reading, motivation to read and understanding by: - Listening to and discussion a wide range of poems, stories and non- fiction books. - Being encourage to link what they read or hear read to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and discussing characteristics. - Recognising and joining in with predictable phrases.			Develop pleasure in reading, motivation to read and understanding by: - Listening to, discussing and expressing views about a range of poetry, stories and non-fiction books. - Discussing the sequence of events in books and how information is related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional texts.		

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<td colspan="6" style="background:yellow">
- Learning to appreciate rhymes and poems and to recite some by heart.
- Discussing words meanings and linking meanings to those already known.

- Recognising simple, recurring literary language.
- Continue to build up a repertoire of poems learnt by heart.
- Being introduced to non-fiction books that are structure in different ways.
- Discussing and clarifying the meaning of words, linking new words to new meanings to known vocabulary.
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<td>Know there are different kinds of books.
Know difference between a story book and information.
Find the title, author and illustrator of a book.
Know some familiar stories.
Recognise familiar story language.</td>
<td>Say what they like/dislike about a book.
Say if a story reminds them of another story or experience.
Listen to others ideas about a book.
Read familiar story language in stories read to me.
Retell key stories.
Recognise rhyming language</td>
<td>Say whether they agree or disagree with other's ideas.
Say why I agreed or disagreed.
Recognise repeated or patterned language in poems and rhymes I know.
Know some poems and rhymes by heart.</td>
<td>Know there are different kinds of stories.
Listen to or read a range of different kinds of stories.
Make choices about the books they read.
Know that non-fiction books are organised differently from fiction books.</td>
<td>Explain why they prefer certain books or stories.
Retell stories with the events in the correct sequence.
Retell a story with key events and characters.
Know how to find information in a non-fiction book.
Identify the purpose of a book.
Know that books and stories are set in different places and times</td>
<td>Decide how useful a non-fiction book is to find the information needed.
Find the setting or time in books and stories.
Discuss the setting or time in books.</td>
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<td>Reading: reading accurately with fluency and understanding</td>
<td colspan="3" style="background:yellow">Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocab provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- 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.</td>
<td colspan="3" style="background:yellow">Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and the vocab provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Answering and asking questions.
- Participate in discussion about books, poems and other words that are read to them, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material.</td>
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<td>Use picture clues to support reading.
Use picture clues to deepen understanding.
Identify characters in a story.
Recognise the characters feelings.</td>
<td>Use prior knowledge to understand texts.
Identify familiar words and ask about meaning.
Use the context to make informed guesses about meaning of unfamiliar words.
Make predictions based on the events in the story.</td>
<td>Discuss the meaning of unfamiliar words with others.
Know that stories can have similar patterns of events.
Make links to other stories.
Make links with characters in other stories.
Answer retrieval questions about a book.</td>
<td>Know the purpose of reading is to make meaning.
Know there is a range of decoding strategies.
Check the text read makes sense.
Re-read to establish meaning.</td>
<td>Self-correct to establish meaning.
Use prior knowledge and reading to understand text.
Use context to understand the text.
Ask questions to clarify understanding.</td>
<td>Know what inference (reading between the lines) means.
Find inferences about characters' feelings and thoughts.
Explain inferences about characters' feelings and thoughts.</td>
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| | Say why a character has a feeling. | Give an opinion about the character. Know that stories can have similar characters. | Use information from a story to support my opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which will fill gaps in the story (inference). | | Find the answers to retrieval questions. Recognise the writer can have a message for the reader. Make predictions about possible events. | Give reasons for characters' actions or behaviour. Recognise key ideas in a text Explain a writer's message. Make predictions about how characters might behave. |