

# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

## READING OVERVIEW

### EYFS TO YEAR 2

READING	WORD READING	
Reception	Year 1	Year 2
<b>Development Matters Literacy - Children in reception will be learning to:</b>	<b>Children are taught to:</b>	
Read individual letters by saying the sounds for them.	Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	Respond speedily with a correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
Read some letter groups that each represent one sound and say sounds for them.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
Read a few common exception words matched to the school’s phonic programme.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.	Read words containing common suffixes.
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read words with contractions e.g. <i>I’m, I’ll, We’ll</i> and understand that the apostrophe represents the omitted letter(s).	
Re-read what they have written to check that it makes sense..	Read other words of more than 1 syllable that contain GPCs.	Read accurately words with 2 or more syllables that contain the same GPCs.
<b>Statutory ELG:</b> Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10	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.	Read most words quickly and accurately when they have been frequently encountered without over sounding and blending.

digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		Read aloud books closed matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Re-read books to build up their fluency and confidence in word reading.	Re-read books to build up their fluency and confidence in word reading.
<b>For more detail Birth to 5 Reading Range 5:</b>	<b>COMPREHENSION</b>	
	<b>Children are taught to:</b>	
<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the</li> </ul>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.
	Link what they read or hear read to their own experiences.	Draw on their own experiences and past reading to make predictions about what may happen and how the characters may be feeling.
	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	Recognise and join in with predictable phrases.	Recognise simple recurring literary language in stories and poetry and discussing their favourite words and phrases.
	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	Sequence the events in a familiar story.	Discuss the sequence of events in books and how items of information are related.
	Identify the key features of a non-fiction book versus a fiction book. Know how to retrieve information from a non-fiction book.	Read non-fiction books that are structured in different ways.
	To explore the meanings of new words using the illustrations and the texts as clues.	To expand their vocabulary through reading and begin to discuss word choices made by the author.

<p>syllables in words during sound play - Hears and says the initial sound in words</p>		
<p><b>For more detail Birth to 5 Reading Range 6:</b></p>	<p><b>To understand both the books they can already read accurately and fluently and those they listen to, children are taught to:</b></p>	
<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</li> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and</li> </ul>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use discussion with others to clarify their thinking.</p>
	<p>Make inferences on the basis of what is being said and done.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
	<p>Predict what might happen on the basis of what has been read so far in discussions with others using the illustrations and text to support them.</p>	<p>Predict what might happen from details stated and implied.</p>
	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say, supporting what they say with examples from the text.</p>
	<p>Explain clearly their understanding of what is read to them.</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction.</p>

<p>their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"><li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li></ul>		
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