**Individual reading NC coverage:**

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| Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  |
| 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 phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. |
| Reread these books to build up their fluency and confidence in word reading. |
| Checking that the text makes sense to them as they read, and correcting inaccurate reading |

**Poetry Unit NC Coverage:**

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| Listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently.  |
| Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. |

**Library Sessions NC Coverage:**

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| Develop pleasure in reading and motivation to read. |

**Writing Model Text and Foundation Subject Reading:**

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| Being introduced to non-fiction books that are structured in different ways.  |
| Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. |
| Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. |
| Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales |

**Taught Reading Session NC Coverage:**

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| Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.  |
| Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. |
| Being introduced to non-fiction books that are structured in different ways. |
| Drawing on what they already know or on background information and vocabulary provided by the teacher. |
| Answering and asking questions. |
| Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| V | Discussing and clarifying the meanings of words, linking new meanings to known vocabularyDiscussing their favourite words and phrases | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary |
| I | Making inferences on the basis of what is being said and done | Making inferences on the basis of what is being said and done | Making inferences on the basis of what is being said and done | Making inferences on the basis of what is being said and done | Making inferences on the basis of what is being said and done | Making inferences on the basis of what is being said and done |
| P | Predicting what might happen on the basis of what has been read so far. | Predicting what might happen on the basis of what has been read so far. | Predicting what might happen on the basis of what has been read so far. | Predicting what might happen on the basis of what has been read so far. | Predicting what might happen on the basis of what has been read so far. | Predicting what might happen on the basis of what has been read so far. |
| E | Explain and discuss their understanding. | Explain and discuss their understanding. | Explain and discuss their understanding. | Explain and discuss their understanding. | Explain and discuss their understanding. | Explain and discuss their understanding. |
| R | Recognising simple recurring literary language in stories. |  | Recognising simple recurring literary language in stories. | Recognising simple recurring literary language in stories. |  |  |
| S | Discussing the sequence of events in books and how items of information are related. | Discussing the sequence of events in books and how items of information are related. | Discussing the sequence of events in books and how items of information are related. | Discussing the sequence of events in books and how items of information are related. | Discussing the sequence of events in books and how items of information are related. | Discussing the sequence of events in books and how items of information are related. |