

English Long-Term Planning Reading Curriculum Overview Skylark Class – Year I

ELS Phonics NC Coverage:

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs I have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est words.

Read other words containing more than one syllable that contain taught GPCs.

Individual reading NC coverage:

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs I have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est words.

Read other words containing more than one syllable that contain taught GPCs.

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.

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.

Making comparisons within and across books.

Participate in discussions about books they can read for themselves, building on their own and others' ideas and challenging views courteously.



English Long-Term Planning Reading Curriculum Overview Skylark Class – Year I

Poetry Unit NC Coverage:

Learning to appreciate rhymes and poems, and to recite some by heart.

Listening to and discussing a wide range of poems.

Library Sessions NC Coverage:

Develop pleasure in reading and motivation to read.

Writing Model Text and Foundation Subject Reading:

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Taught Reading Session NC Coverage:

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Explain clearly their understanding of what is read to them.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Drawing on what they already know or on background information and vocabulary provided by the teacher.



<u>English Long-Term Planning</u> <u>Reading Curriculum Overview</u> <u>Skylark Class – Year I</u>

	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
v	Discussing word meanings, linking new meanings to those already known	Discussing word meanings, linking new meanings to those already known	Discussing word meanings, linking new meanings to those already known	Discussing word meanings, linking new meanings to those already known	Discussing word meanings, linking new meanings to those already known	Discussing word meanings, linking new meanings to those already known
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.
Р	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	Being encouraged to link what they read or hear to their own experiences.	Being encouraged to link what they read or hear to their own experiences.	Being encouraged to link what they read or hear to their own experiences.	Being encouraged to link what they read or hear to their own experiences.	Being encouraged to link what they read or hear to their own experiences.	Being encouraged to link what they read or hear to their own experiences.
R		Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Recognising and joining in with predictable phrases.		Learning to appreciate rhymes and poems	
s	Discuss the significance of events.	Discuss the significance of events.	Discuss the significance of events.	Discuss the significance of events.	Discuss the significance of events.	Discuss the significance of events.