



# Turnfurlong Infant School Long Term Literacy Overview - Reading

## Word reading

Our core phonics scheme is Read Write Inc

	Reception	Year 1	Year 2	Year 3
	<b>Pupils are taught to:</b>			
	<p>Hear and say the initial sound in words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begin to read words and simple sentences</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with a correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>
	<p>Segment the sounds in simple words and blend them together and knows which letters represent some of them</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	
	<p>To read some common irregular words</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</p> <p>Read words with contractions e.g. I'm, I'll, We'll and understand that the apostrophe represents the omitted letter(s)</p>	<p>Read words containing common suffixes</p> <p>Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p>

	Link sounds to letters, naming and sounds the letters of the alphabet	Read other words of more than 1 syllable that contain GPCs	Read accurately words with 2 or more syllables that contain the same GPCs	
	To use their phonic knowledge to decode regular words and read them aloud accurately	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  Read aloud books closed matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
	Read and understand simple sentences	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	To develop preferences as a reader, reading a wide range of books and beginning to make choices about the books they wish to read

## Comprehension

	Reception	Year 1	Year 2	Year 3
	<b>To develop pleasure in reading, motivation to read and to develop vocabulary and understanding, pupils are taught to:</b>			
	Enjoy an increasing range of books  Know that information can be retrieved from books and computers  Demonstrate understanding when talking to others about what they have read	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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Identify themes and conventions in a wide range of books
	Explain own knowledge and understanding and ask appropriate questions of others	Link what they read or hear read to their own experiences	Draw on their own experiences and past reading to make predictions	Use clues from the text such as word choices, description of setting, character journeys to make a predictions about what will happen

Use talk to sequence, and clarify thinking, feelings and ideas		about what may happen and how the characters may be feeling.	next. Begin how the author created this impression in their writing.
Listens to stories with increasing attention and recall, describes main story settings, events and characters and enjoys an increasing range of books  Use language to imagine and recreate roles and experiences in play situations	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	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Join in with repeated refrains and phrases in rhymes and stories	Recognise and join in with predictable phrases	Recognise simple recurring literary language in stories and poetry <b>and</b> discussing their favourite words and phrases	Discuss words and phrases that capture the reader's interest and imagination
Show an awareness of rhyme and alliteration  Enjoy rhyming and rhythmic activities  Continue a rhyming string.	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	Recognise some different forms of poetry (e.g. free verse, narrative poetry)  Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Begin to be aware of the way stories are structured  Develop their own narratives and explanations by connecting thoughts and events	Sequence the events in a familiar story.	Discuss the sequence of events in books and how items of information are related	Begin to discuss the choices which the author has made in the sequence, settings and characters within the book
Know that information can be retrieved from an information book  Enjoy an increasing range of books	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	Read books that are structured in different ways and reading for a range of purposes
Use vocabulary and forms of speech which are increasingly influenced by their experiences of books	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	Use dictionaries to check the meaning of words that they have read

<b>To understand both the books they can already read accurately and fluently and those they listen to, pupils are taught to:</b>			
Demonstrate understanding when talking with others about what they have read.	Check that the text makes sense to them as they read and correcting inaccurate reading	Use an increasing range of strategies to check that the text makes sense to them as they read and correcting inaccurate reading	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use discussion with others to clarify their thinking
Suggest how the story might end	Make inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done, giving explanations for their thoughts using the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Suggest how the story might end  Demonstrate understanding when talking with others about when they have used	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	Predict what might happen on the basis of what has been read so far, giving reasons for their ideas from the text	Predict what might happen from details stated and implied
Describe main story settings, events and principal characters	Participate in discussion about what is read to them, taking turns and listening to what others say	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	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
Demonstrate understanding when talking with others about when they have used	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Identify main ideas drawn from more than one paragraph and summarising these  Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction