

# Upminster Infant School



## Reading Intent, Long Term Plan and Progression

### READING INTENT

KS1

To design a curriculum which has reading at its core across all curriculum areas. To provide opportunities that cultivates a love of reading. Through vocabulary rich texts our intention is to allow children to discover new knowledge and to fuel their imaginations. We aim to provide them with the skills to read fluently through a systematic phonics programme and to enable every child to reach their full potential and to challenge and extend their understanding.

## **Reading - word reading**

Pupils should be taught to:

- 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 that 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 endings
- read other words of 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

## **Reading - comprehension**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear to their own experiences
  - 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, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known

- 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 vocabulary 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

## **Reading - word reading- Year 2**

Pupils should be taught to:

- 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

## Reading – comprehension –Year 2

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - discussing the sequence of events in books and how items of information are related
  - 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
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary 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
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## READING PROGRESSION

| FOCUS – AUTUMN 1 | Year 1  | Year 2   |
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| Word Reading     | <p>I can use letter sounds to work out and read new words.</p> <p>I can say a sound for more than 40 letters or groups of letters</p>                                       | <p>I can recognise alternative sounds for letters or groups of letters. I can read words of two or more syllables that contain sounds I have been taught.</p>        |
| Spoken Language  | <p>I can listen to and talk about a wide range of poems, stories and non-fiction.</p>   | <p>I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.</p>   |
| Comprehension    | <p>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</p> | <p>I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</p> |

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|                         | I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.   | I can enjoy reading and discussing the order of events in books and how items of information are related.   |
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| <b>FOCUS – AUTUMN 2</b> | <b>Year 1</b>  | <b>Year 2</b>   |
| Word Reading            | I can say quickly the sound of all the letters and letter groups.<br>I can read new words correctly by blending the letter and letter group sounds I have been taught. | I can use the sounds I know to decode words automatically and my reading is fluent.<br>I can read and blend all sounds I have been taught.  |
| Spoken Language         | I can join in a talk about the title and what happens in a book.   | I can discuss the order of events in books and how items of information are related   |
| Comprehension           | I can retell some of a story I know when being read to by an adult<br>I can join in with words when I can guess what is coming next.                                   | I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.<br>I can enjoy reading by recognising repeated themes and ideas in stories and poems. |
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| <b>FOCUS – Spring 1</b> | <b>Year 1</b>  | <b>Year 2</b>                                 |
| Word Reading            | I can read many common exception words.<br>I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est. | I can read words containing common suffixes.  |
| Spoken Language         | I can join in a discussion about what is read to me, taking turns and listening to what others say   | I can discuss my favourite words and phrases. |

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| Comprehension           | I can enjoy reading key stories, fairy stories and traditional tales <b>because</b> I know them well and can retell them and comment on their special features.<br>I can enjoy and understand rhymes and poems, and can recite some by heart.  | I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.<br>I can talk about my favourite words and phrases.         |
| <b>FOCUS – Spring 2</b> | <b>Year 1</b>  | <b>Year 2</b>   |
| Word Reading            | I can read many words quickly and accurately without needing to sound and blend words I have seen before   | I can read further common exception words and see where the sounds do not match.  |
| Spoken Language         | I can explain clearly my understanding of what is read to me   | I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.  |
| Comprehension           | I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.<br>I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. | I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.  |
| <b>FOCUS – Summer 1</b> | <b>Year 1</b>  | <b>Year 2</b>   |
| Word Reading            | I can read words of more than one syllable using sounds that I have been taught.<br>I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.   | I can read most words quickly and accurately without needing to sound and blend words I have seen before.   |
| Spoken Language         | I can say out loud what I am going to write about.<br>I can speak a sentence before writing it.<br>I can discuss what I have written with the teacher or other children<br>I can recite some poems and rhymes by heart.  | I can answer and ask questions.   |
| Comprehension           | I can usually spot if a word has been read wrongly by following the sense of the text.<br>I can talk about the title and events in books I have read or heard.   | I can spot if a word has been read wrongly by following the sense of the text.<br>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. |

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|                         | <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p> <p>I can say what might happen next in a story.</p>   | <p>I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.</p> <p>I can ask and answer questions about the books or stories I am reading and make links.</p>   |
| <b>FOCUS – Summer 2</b> | <b>Year 1</b>   | <b>Year 2</b>   |
| Word Reading            | <p>I can read aloud books that use letters and letter groups I have been taught.</p> <p>I can use the sounds I know to re-read books more fluently and with more confidence.</p>  | <p>I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.</p> <p>I can re-read books, sounding out new words correctly to improve my speed and confidence.</p>  |
| Spoken Language         | <p>I can read aloud my writing clearly enough to be heard by the group and the teacher.</p> <p>I can recognise and use words relating to dates, including days of the week, weeks, months and years</p>   | <p>I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say</p> <p>I can explain and discuss my understanding of books, poems and other material</p>  |
| Comprehension           | <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p> <p>I can explain clearly my understanding of texts which have been read to me.</p> <p>I can answer questions in discussion with the teacher and make simple inferences</p> | <p>I can say what might happen next in a story based on what has happened so far.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p> <p>I can explain what I think about books, poems and other material that I have read or heard.</p> <p>I can explain what has happened so far in what I have read</p> |