North Wootton Reading Long Term Overview Year ½ (A) Shared Class Reader/POEM/Debate TEXT UNDERSTANDING (SHARED READING) 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, Contributing relevant ideas and thoughts to discussion • Year 1 - Recognising and joining in with predictable phrases e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e.g. what typically happens to good and bad characters, differences between story settings. Being encouraged to link what they read or hear read to their own experiences identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle/beach/city. Understand that different texts serve different purposes e.g. to entertain and to educate • Year 2 - Understand that non-fiction books that are structured in different ways to support this and name some of these features **Poetry:** Learning to appreciate rhymes and poems, and to recite some by heart e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart. Year 2 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear **Debate:** Participate in discussions about books that are read to them and those they can read for themselves, listening to and responding to others within their group. **TEXT SKILLS (Guided Reading)**

	Autumn 1								Aut	tumn 2	2			S	pring	1			S	pring 2	2				Su	ımmer	1			Sı	ımmeı	r 1	
	Jack and the Bean stalk	Fantastic Mr Fox	Snail and the Whale	The Little Turtle			=	How to wash a woolly mammoth	The Christmas Pine	Who has seen the wind			Hansel and Gretal	One day on our blue planet	The Environment	Owl Babies	Mr Majeka		The Emperors egg	Charlie and the Chocolate	Antartica	Open a book		The Queens Knickers	Cinderella	Flat Stanley	Now we are six		St George and the Dragon	The boy who grew dragons	Family book	Whats that building	When I was going to St Ives
	х	x	x	х				х	x	х			х	х	х	х	x		х	х	х	x		х	x	x	x		х	X	х	x	x
	х												х												Х				х				
ment	х	Х	х	х		and Review		Х	Х	х		Review	Х	х	х	Х	х	Review	х	х	х	х	Review	х	Х	Х	Х	Review	х	х	х		
Baseline Assessment						Assessment and						Assessment and Review			х			Assessment and Review			х		Assessment and Review					Assessment and Review				х	
				х						х							х					х					х						×
	х														х						х				х							х	

Vocabulary: Discussing and clarifying the meanings of words,		,,					.,		Τ																							$\overline{}$	\top	$\overline{}$
linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.		Х	X	X	X	X	X						Х					Х						Х)	`				
Discussing their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'		х	х	х	х	х	Х						Х					х						х					>	(
Inference: Making inferences on the basis of what is being said and done e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person.								х						Х					х				-		х)	<			
Prediction: Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals.									х						Х					х						х					,	х		
Explanation: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves										х						х					х						х					×	(
Retrieval: Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information		Х	х	X	x	x					x						х					х						Х					>	<
Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears.		х	х	х	х	х			х						х					х						х)	х		
Sequence: Discussing the sequence of events in books and how items of information are related											х						Х					Х						Х					>	(
Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6						x									х													X						
Fluency (Phonics) Continue to apply phonic knowledge and skills as the route to decode words:																																		
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes			х	х	х			х	Х	Х	х		х	х	х	х	x		х	х	Х	Х		х	х	х	х		>	()	()	x x	(
Read accurately words of two or more syllables that contain the same graphemes as above			Х	Х	х			Х	х	Х	х		Х	х	Х	х	х		Х	Х	х	Х		х	х	х	Х		>	()	()	х	(
Read aloud books that closely match to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation or excessive sounding and blending	-		х	х	х			х	Х	х	х	_	Х	Х	х	х	х		х	х	х	х	-	х	х	Х	х		>	()	()	x x	(
 Year 1 - Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Year 2 - Read and understand words that use apostrophes for possession. 				х															х					х										
 Year 1 - Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&S or equivalent Year 2 - Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole 			х	х	х			x	x	х	х		х	Х	х	х			х	х	х	х		х	x	X	x	x	>	()	()	x x	(
 Year 1 - Read words containing taught GPCs and -s, -es, - ing, -ed, -er and -est endings 								Х								Х)	(

 Year 2 - Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly. 																											
Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting.	х	х	х		x	х	Х	х	х	х	х	х		х	Х	х	х	х	Х	Х	х	х	х	х	х	х	