

READING OVERVIEW Year R 2022 - 2023

Learning Objectives / DM statements

Term	Key texts	Phonics Specific Milestones	Literacy – Reading including word fluency and comprehension	Communication and Language
Autumn	<p>POR The everywhere bear Blue Penguin Emily Brown and the thing Other texts: Funny bones Letters to Santa</p>	<p>Milestone 1 Phase 2 Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: c k e u r HFW Tricky Words: the, to, no, go, I</p> <p>HFW Decodable Words (specific focus): and</p> <p>HFW Decodable Words a, an, as, at, in, is, it, on, can, dad, back, get, not, got, up, mum, Reading Skills:</p> <ul style="list-style-type: none"> - Oral Blending and segmenting hearing the first sound in a word - Blending VC and CVC - Segmenting VC and CVC - Reading captions <p>Milestone 2 Phase 2 Set 5: h b f, ff l, ll ss Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs Set 8: ch, sh, th, ng Spelling: to the</p> <p>HFW Tricky words he, she, we, be, me</p> <p>HFW Decodable words will, that, this, then, had, if them, with, big, but, of, off, him, his, Reading Skills:</p> <ul style="list-style-type: none"> - Reading plurals ending in 's', polysyllabic words & words we don't say as we sound - Letter names - Capital letters 	<ul style="list-style-type: none"> • joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • shows interest in illustrations and print in books and print in the environment • uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • enjoys an increasing range of books • read individual letters by saying the sounds for them. • use phonic knowledge to decode regular words and read them aloud accurately • oral blending and segmenting of words • read some common irregular words • demonstrate understanding when talking with others about what they have read • knows that information can be retrieved from books and computers 	<ul style="list-style-type: none"> • understand how to listen carefully and why listening is important • use new vocabulary through the day • use new vocabulary in new contexts • develop social phrases • engage in story time • learn new vocabulary in different contexts • learn new vocabulary in different context • listen carefully to rhymes and songs, paying attention to how they sound • learn poems, rhymes and songs • engage in non-fiction books • listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • retell the story (poem), once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • describe events in some detail • articulate their ideas and thoughts in well-formed sentences), Engage in story time, listen to and talk about stories to build familiarity and understanding • ask questions to find out more and to check they understand what has been said to them

Spring	<p>POR The Little Red Hen Gigantic turnip On sudden hill Astro girl</p> <p>Other texts: Goldilocks Jack and the Beanstalk Rapunzel The Gingerbread Man 3 little pigs</p>	<p>Phase 3</p> <p>Vowel Digraphs Set 9: ai, ee, igh, oa, Set 10: oo, oo, ar, or Spelling: no go</p> <p>HFW Tricky Words: was, my,</p> <p>HFW Decodable words see, for, look, too</p> <p>Reading Skills: - Blending and segmenting CVs</p> <p>Phase 3</p> <p>Vowel digraphs: Set 9: ur, ow, oi, ear Set 10: air, er HFW Tricky Words: you, they, her, all, are</p> <p>HFW Decodable words now, down,</p> <p>Spelling: spelling words ending in k/ck, s/ss, f/ff, l/ll,</p> <p>Reading Skills: - Blending and segmenting words ending in 's' - Reading words ending in 's' and 'es' - Reading and writing captions and sentences - Reading words we don't say as we sound</p>	<ul style="list-style-type: none"> • to read individual letters by saying the sound • read some letter groups that each represent one sound and say sounds for them • blend sounds into words, so that they can read short words made up of letter-sound correspondences • read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • read and understand simple sentences; • use phonic knowledge to decode regular words and read them aloud accurately; • read some common irregular words; • demonstrate understanding when talking with others about what they have read 	<ul style="list-style-type: none"> • understand how to listen carefully and why listening is important. • use new vocabulary through the day • ask questions to find out more and to check they understand what has been said to them • develop social phrases • engage in story time • learn new vocabulary in different contexts • listen carefully to rhymes and songs, paying attention to how they sound • learn poems, rhymes and songs • engage in non-fiction books • listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • listen to and talk about stories to build familiarity and understanding • retell the story, once they have developed a deep familiarity with the text; some exact repetition and some in their own words • articulate their ideas and thoughts in well-formed sentences • retell the story (poem), once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
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Summer	<p>POR Aaah spider Yucky worms</p> <p>Other Texts: Rainbow Fish The very Hungry Caterpillar</p>	<p>Phase 4 Revisit all phase 3 sounds plus consonant blends at the start and end of words.</p> <p>HFW Tricky words (reading)</p> <p>said, so have, like, some, come, were, there, little, one, when, out, what, do,</p> <p>HFW Spelling: I, he, she, me, be, we, was, you, they, all, are, my, her</p> <p>Reading</p> <ul style="list-style-type: none"> - Blending and segmenting CCVC - Blending and segmenting CVCC - Blending and segmenting CCVCC - Reading words ending in n't, 've - Reading words ending 'est' - Words we don't say as we sound - Reading contractions 'll - Reading words ending 'ed' 	<ul style="list-style-type: none"> • to read individual letters by saying the sounds for them • read some letter groups that each represent on sound and say sounds for them • re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • read and understand simple sentences; • use phonic knowledge to decode regular words and read them aloud accurately; • read some 2 syllable words • read some common irregular words; • demonstrate understanding when talking with others about what they have read 	<ul style="list-style-type: none"> • describe events in detail • use talk to help work out problems and organise thinking and activities explain how things work and why they might happen • understand how to listen carefully and why listening is important • use new vocabulary through the day • ask questions to find out more and to check they understand what has been said to them • articulate their ideas and thoughts in well-formed sentences • describe events in detail • develop social phrases. • engage in story time. • learn new vocabulary in different contexts • listen carefully to rhymes and songs, paying attention to how they sound • learn poems, rhymes and songs • engage in non-fiction books • listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • retell the story (poem), once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
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