

# READING OVERVIEW Year 1 2022 - 2023

## Learning Objectives

Term	Key texts POR, whole class novel, guided reading	Word Fluency (phonics and decoding, common exception words)	Phonics Specific Milestones	Comprehension (understanding, commenting, discussing, comparing and contrasting), Inference and prediction	Speaking and listening
Autumn	<p><b>POR:</b> The Adventures of Egg Box Dragon</p> <p><b>Other Texts:</b> The Sweetest Song</p> <p>George and the dragon</p> <p>A variety of traditional tales such as Rapunzel, Sleeping Beauty, Princess and the Pea</p>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>RECAP ON ALL PHASE 3 and 4 (interim year of adopting the new phonics scheme)</b></p> <p><b>Milestone 6</b>  <b>Phase 5a New graphemes (and Spelling Rules)</b>  <b>Set 1:</b> ie (tie) ue (blue, cue) oe (toe)  <b>Set 2:</b> a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)  <b>Set 3:</b> ay (day) ou (out) ea (east) aw (saw)  <b>Set 4:</b> ir (girl) ew (new) oy (boy) au (haunt)  <b>Set 5:</b> donkey (ey) wh (when) ph (photo)</p> <p><b>HFW Tricky words (reading)</b>  oh, their, people, Mr, Mrs, looked, called, asked  <b>HFW Tricky words (spelling)</b>  said, so, have, like, some, come, were, there,  <b>Decodable words (reading and spelling)</b>  went, it's, from children, just, help</p> <p><b>Reading skills:</b>  Words we don't say as we sound</p>	<ul style="list-style-type: none"> <li>• participate in discussion about what is read, taking turns and listening to others; express views about reading.</li> <li>• listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>• discuss the significance of the title and events</li> <li>• link what they hear or read to own experiences</li> <li>• explain understanding of what is read</li> <li>• discuss the sequence of events in books and how items of information are related</li> <li>• discuss favourite words and phrases</li> <li>• answer and ask questions</li> <li>• predict what might happen on the basis of what has been read</li> <li>• draw inferences on the basis of what is being said and done</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Listen and respond appropriately to adults and peers</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>

Spring	<p><b>POR:</b> Look up</p> <p>The Secret Sky Garden</p> <p><b>Other texts:</b> Owl Babies The Tiger Who Came to Tea</p> <p><b>Guided Reading texts / whole class novel:</b> Around the world in 80 days</p> <p>Usborne transport</p> <p><b>Twinkl Comp:</b> Epiphany</p> <p>Sir Isaac Newton</p> <p>Chinese new year</p> <p>Marie Curie</p> <p>Mothers day</p> <p>World book day</p>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read aloud accurately books that are consistent with their developing phonic</li> <li>• knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Milestone 7</b> <b>Phase 5b New pronunciations for known graphemes (and Spelling Rules)</b> <b>Set 1:</b> a (ai as in the word 'a', ar as in bath, o as in what), e (ee as in he), i (igh as in find) <b>Set 2:</b> o (oa as in cold), u (oo as in put, oo as in truth), ow (oa as in snow) <b>Set 3:</b> ie (ee as in field), ea (e as in bread), er (ur as in her) <b>Set 4:</b> y (igh as in fly, ee as in happy, i as in gym), ch (c as in school) <b>Set 5:</b> c (s as in cell), g (j as in giant), ey (ay as in they) <b>Set 6:</b> le, ou (shoulder, could, you) ch (s as in chef)</p> <p><b>HFW Tricky words (reading)</b> water, again, because, who, laughed, work, please, different, friends, where, many, any, house, eyes, once, through, thought</p> <p><b>HFW Tricky words (spelling)</b> little, one, when, out, what, do,</p> <p><b>Reading skills:</b> Reading words with rarer pronunciations.</p> <p><b>Milestone 8</b> <b>Phase 5c Revision</b> <b>Set 1:</b> /ai/: revision: ai, a-e, ay, a, ey <b>Set 2:</b> /ee/: revision: ee, e-e, ea, ey, e, ie, y <b>Set 3:</b> /igh/: revision: igh, ie, i-e, i, y <b>Set 4:</b> /oa/: revision: oa, oe, o-e, o, ow, ou <b>Set 5:</b> /oo/ &amp; y/oo/: revision: oo, ue, u-e, ew, u, ou /wl/: revision: w, wh</p> <p><b>HFW Tricky words (spelling)</b> Mr, Mrs, People, oh</p> <p><b>Decodable words (reading and spelling)</b> don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put</p> <p><b>Best bets for spelling</b> /ai/ /ee/ /igh/ /oa/ /oo/ y/oo/ /wl/</p>	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Increase familiarity with a range of books</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Answer and ask questions</li> <li>• Listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>• Discuss favourite words and phrases</li> <li>• Taking turns and listening to others</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Listen and respond appropriately to adults and peers</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>
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Summer	<p><b>POR:</b> The Snail and the Whale</p> <p><b>Other texts:</b> The Rainbow Fish</p> <p>The Lighthouse Keeper's Lunch</p> <p>The Fisherman and his Wife</p> <p>The Colour Monster</p>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read aloud accurately books that are consistent with their developing phonic</li> <li>• knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> <li>• 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</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>	<p><b>Milestone 9</b> <b>Phase 5c Revision and alternative pronunciations for known graphemes</b> <b>Set 6:</b> /oo/: short: new: oul (as in could) revision: oo, u <b>Set 7:</b> /oy/: revision: oi, oy &amp; /ou/: revision: ow, ou &amp; /f/: revision: f, ff, ph <b>Set 8:</b> /or/: new: a (water), al (also), our (four), revision: or, aw, au <b>Set 9:</b> /ur/: new: or (word), ear(learn) revision: ur, ir, er <b>Set 10:</b> /ch/: new: tch (catch) revision: ch &amp; new ending: ture (picture)</p> <p><b>HFV Tricky words (spelling)</b> looked, called</p> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• /ch/ spelt <b>tch</b> after a single vowel sound</li> <li>• /f/ spelt <b>ff</b> after a short vowel sound</li> </ul> <p><b>Best bets for spelling</b> /oo/ /oy/ /ou/ /f/ /or/ /ur/ /ch/</p> <p><b>Phase 5c Revision and alternative pronunciations for known graphemes</b> <b>Set 11:</b> /j/: new: dge (fudge), ge (cage) revision: j, g <b>Set 12:</b> /z/: new: se (please) &amp; ze (breeze) revision: z, zz <b>Set 13:</b> /s/: new: ce (pence), se (purse), st (listen), revision: s, ss, c <b>Set 14:</b> /n/: new: gn (sign), kn (know) revision: n</p> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• /k/ spelt <b>k</b> instead of <b>c</b> before <b>e</b> (key) <b>i</b> (king) <b>y</b> (Kyle)</li> <li>• /l/ /s/ /z/ spelt <b>ll</b> (will), <b>ss</b> (kiss), <b>zz</b> (buzz) after a single vowel</li> <li>• <b>v</b> sound at the end of words (as in have, cave)</li> <li>• adding <b>s</b> and <b>es</b> to words</li> <li>• compound words</li> <li>• division of words into syllables</li> </ul> <p><b>Recap Common Exception Already Covered</b> the a do to of said are were was, is his I you they be he me she we</p> <p><b>Common Exception words</b> today, says, has, your, where, love</p> <p><b>Best bets for spelling</b> /j/ /z/ s/s /n/</p>	<ul style="list-style-type: none"> <li>• Increase familiarity with a range of books;</li> <li>• Explain and discuss understanding of books;</li> <li>• Discuss the sequence of events in books;</li> <li>• Answer and ask questions;</li> <li>• Predict what might happen on the basis of what has been read;</li> <li>• Draw inferences on the basis of what is being said and done;</li> <li>• Express views and opinions about reading</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge;</li> <li>• Listen and respond appropriately to adults and peers;</li> <li>• Articulate and justify answers and opinions;</li> <li>• Use spoken language to develop understanding;</li> <li>• Speak audibly and fluently with an increasing command of Standard English;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</li> </ul>
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