

Medium term plan for Reading



Year 1	Objectives to be simmering throughout the year.		
	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> • Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes • Uses phonic knowledge to decode regular words and attempts to read some common irregular words. • Reads and understands simple sentences 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Re-read books to build up their fluency and confidence in word reading. • Reads other words of more than one syllable that contain beyond taught GPCs. • Is working on the Y2 programme of study for word reading. • Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words • Reads aloud more complex books, including those beyond their chronological age.

		<p>syllable that contain taught GPCs</p> <ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • 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 words with suffixes by building on the root words that they can read already with support. 	
<p>Comprehension</p>	<ul style="list-style-type: none"> • Reading is seen as a pleasurable activity • Demonstrates understanding of what is read to them. • Recognises and joins in with predictable phrases and is able to retell familiar stories. • Understands both the books they can already read and those they listen to – may demonstrate this through role-play. • Checking, with prompting, that text makes sense to them and can self-correct with support. 	<ul style="list-style-type: none"> • Reading is seen as a pleasurable activity and demonstrates this by: <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories and being able to retell them. • Can recite some simple poems by heart. • Discusses word meanings, linking new meanings to those already known. • Understands both the books they can already read accurately and fluently 	<ul style="list-style-type: none"> • Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories. (e.g. link characteristics of fairy stories, e.g. when asked 'How do traditional tales often end?' child answers: 'With them all living happily ever after.') • Talk about the significance of the title and how it relates to events in a book.

	<ul style="list-style-type: none">• Begins to understand the difference between fiction and non-fiction• Begins to participate in discussions about books.	<p>and those they listen to by:</p> <ul style="list-style-type: none">– Checking that the text makes sense to them as they read and self-correct– Predicting what might happen on the basis of what has been read so far– making inferences <ul style="list-style-type: none">• Is able to discuss the significance of titles and events.• Understands the difference between fiction and non-fiction• Participates in discussion about what is read to them, taking turns and listening to what others say.	
--	---	--	--