

Year 1 Long Term Reading Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 Targets		Phase 2 Targets Keep referring back to Phase 1		Phase 3 Targets Keep referring back to Phases 1 & 2	
<ul style="list-style-type: none"> -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, noticing unusual correspondences between spelling and sound and where these occur in the word -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 -Understand both the books they can already read accurately and fluently, and those they listen to -Check that the text makes sense to them as they read and correcting inaccurate reading -Participate in discussion about what is read to them, taking turns and listening to what others say -Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences -Ask questions and express opinions about main events and characters in stories -Predict what might happen on the basis of what has been read so far -Recognise and join in with predictable phrases -Become very familiar with key stories, fairy stories and traditional tales -Begin to appreciate rhymes and poems, and to recite some by heart -Discuss the significance of the title and events -Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author 		<ul style="list-style-type: none"> -Re-read books to build up their fluency and confidence in word reading -Read other words of more than one syllable that contain taught GPCs -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher -Be able to seek out books around a simple theme or topic 		<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) -Discuss word meanings, linking new meanings to those already known -Find key points in a story or some key facts from an information text -Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. -Read aloud their own writing clearly enough to be heard by their peers and the teacher -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	