



Year 1 and 2 Reading Progression of Skills/ Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for reading can be applied across a range of audience and purposes.

	<u>Autumn 1 and 2</u> What caused The Great Fire of London?	<u>Spring 1</u> How will 5 a day help me to be healthy?	<u>Spring 2</u> Does everything have a happily ever after?	<u>Summer 1</u> Why are Christopher Columbus and Neil Armstrong so brave?	<u>Summer 2</u> Why do we love to be beside the seaside?
High Quality Text	 <p><i>Book 2 - The Great Fire of London by Emma Adams and James Weston Lewis</i></p>		 <p><i>'Goldilocks' using 3 different versions</i></p>		



<p>Outcomes</p>	<p>Character descriptions, poetry, diary entries, picture captions, information texts</p>	<p>Factual descriptions, advertisements, explanations, poetry</p>	<p>Wanted posters, letters, retellings, speech bubbles, retellings from another point of view</p>	<p>Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions</p>	<p>Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue</p>
<p>Phonics</p>	<p>We follow and deliver daily phonics sessions using an adapted version of Read, Write, Inc.</p>				
<p>Word Reading</p>	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To read some common exception words, noting unusual correspondence between spelling and sound and where these occur in a word - To begin to recognise and read words with contractions [for example: I'm, I'll] 	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above - Read words containing common suffixes 	<ul style="list-style-type: none"> - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read words containing common suffixes - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1) - Read other words of more than one syllable 	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read words containing common suffixes - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read words containing common suffixes



			that contain taught GPCs (Y1)		
Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Discussing the sequence of events in books and how items of information are related - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Being introduced to non-fiction books that are structured in different ways <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> · Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently · Discussing the sequence of events in books and how items of information are related · Being introduced to non-fiction books that are structured in different ways · Recognising simple recurring literary language in stories and poetry · Discussing and clarifying the meanings of words, linking new meanings to known vocabulary <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they read or hear read to their own experiences (Y1) - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently - Discussing the sequence of events in books and how items of information are related - Discussing their favourite words and phrases <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Discussing the sequence of events in books and how items of information are related - Discussing their favourite words and phrases <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - Explaining and



			<ul style="list-style-type: none"> · Drawing on what they already know or on background information and vocabulary provided by the teacher · Answering and asking questions · Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say · Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	vocabulary provided by the teacher - Making inferences on the basis of what is being said and done - Answering and asking questions	<ul style="list-style-type: none"> - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Oracy focus	Poetry Slam - The Morning Rush by John Foster History: To compare and contrast periods of time. The Language of Comparison.	Konflux Theatre - Play in a Day - Great Fire of London. Design and Technology: To evaluate textiles skills and techniques.	Science: To explain the life-cycle of a flowering plant. The Language of Explanation.	History: How would the structure of a castle help to protect those inside? Science: Using what you know about bears, why might they not make a good pet? The Language of Hypothesis (trying to explain things using	History: Do you think Neil Armstrong and Christopher Columbus are brave people? Debate The Language of Opinion. The Language of Argument.	Science: What do different habitats look like / include? Can you describe different habitats in detail? The Language of Description.



		<i>The Language of Evaluation</i>		<i>what we already know)</i>		
Enrichment	Roald Dahl Week Back to school - Harry and the Dinosaurs go to School Andy Tooze Poet	Bonfire Night Poetry Remembrance Day Konflux Theatre Visit - Play in a Day Christmas Trip / writing Christmas Nativity	Cooking and nutrition - discussing / following instructions Growing fruits and vegetables - observations (oracy)	Castle visit	STEM experiences	Seaside visit - oracy (exploration of senses)
High Quality Poetry Texts	Poetry Slam- The Morning Rush by John Foster (performance - humorous poetry) - poet from Carlisle Bonfire poetry - performance		Cats sleep anywhere - Eleanor Farjeon		At The Seaside by Robert Louis Stevenson Water by Shirley Hughes	