Reading – Year 1 – Summer Term

Consolidation Of All Objectives

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| Prior Learning | | |
| All EYFS Objectives Covered  Y1 Autumn Term objectives covered – ongoing throughout this term  Spring objectives highlighted in yellow | | |
| Key vocabulary for this unit | | |
| Phoneme  Grapheme  Sound  Tricky words  Common Exception words | | Syllables  Story  Poems  Fiction  Non-fiction  Rhythm  Rhyme  Poem  Poet  Poetry |
| Learning Sequence | | |
| **Read Words Accurately** | * Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. * Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). * Read accurately words of two or more syllables that contain the same graphemes as above. * Read words containing common suffixes   • 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 other words of more than one syllable that contain taught GPCs.  • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.  • Re-read these books to build up fluency and confidence in word reading.  • 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  • Re-read books to build up fluency and confidence in word reading. | |
| **Understand Texts** | * Infer what characters are like from actions. * Make inferences on the basis of what is being said and done.   • Discuss events.  • Predict events.  • Link reading to own experiences and other books.  • Join in with stories or poems.  • Check that reading makes sense and self-correct.  • Ask and answer questions about texts.  • Discuss favourite words and phrases.  • Listen to and discuss a wide range of texts.  • Recognise and join in with (including role-play) recurring language.  • Explain and discuss understanding of texts.  • Discuss the significance of the title and events.  • Make inferences on the basis of what is being said and done. | |
| Assessment milestones | | |
| * Apply phonic knowledge and skills as the route to decode words * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. * Read accurately words of two or more syllables that contain the same graphemes as above | | • To join in with stories or poems.  • Check that reading makes sense and self-correct.  • Ask and answer questions about texts. |