

Our Intent is: To inspire children to develop a passion of reading, unlocking the door to all future learning. This will enable our children to fluently communicate ideas and emotions both verbally and in writing.

Year 1 Key Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What Makes You Laugh? Sea Snaps Silly Jack and the Beanstalk Slow and Sticky Wallace and Gromit and the Snowman-tron	A Vet's Day Creepy Crawlies Gloopy Food Silly Jack and the Dancing Mice Wallace and Gromit and the Soccamatic	The Old Things Your Bones Silly, Silly Jack Wallace and Gromit and the Autochef Swampy Mess Super Gloop!	Dino-soaring Flips and Spins Chase in New York The Wrong Pong Fun and Mix Ups!	Cars, Cars, Cars Casper's Scare School Run in the Rainforest Tricking our Eyes Surprise!	Ben 10 Tourist Trap All About Mummies Time to Time Travel Laugh out Loud
Year 2 Key Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
You CAN Try This at Home Fossils The Very Smelly Dragon Judoon Afternoon Sports Day Snack Attack	Blood Buns and Scarecrows Animals to the Recue Going into Space Blathereen Dream Tasty Treats	Fright at the Fair All at Sea Caring for Exotic Animals Birds of Prey	Set Sail for School The Haunted House Earth's Amazing Environments Gross Things: From Your Head to Your Toes Mirror Magic	Tick Tock Unfix the Clock Music Master Yuck's Smelly Socks Awesome Animal Adventures Poptropica: The Ultimate Guide	Lickety Kwick and the Mixed-Up Fix Super Sleuth I Want to be a Jedi Monstrous Trouble About Earth The Snake's Pyjamas Zoom In Tale Twisters
Key Learning in Reading: Year 1			Key Learning in Reading: Year 2		
Word Reading			Word Reading		
Read aloud accurately books that are consistent with their developing phonic knowledge.			Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.		
Apply phonic knowledge and skills as the route to decode words.			Read frequently encountered words quickly and accurately without overt sounding and blending.		
			Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.		

Respond speedily with the correct sound to grapheme for the 44 phonemes.	
Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow</i> in <i>snow</i> and <i>cow</i> .	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
Read accurately by blending sounds in unfamiliar words. Split two and three syllable words into the separate syllables to support blending for reading.	Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder</i> , <i>roundabout</i> , <i>grouping</i> .
Read common exception words, noting tricky parts.	Read further common exception words, noting tricky parts.
Read words containing <i>-s</i> , <i>-es</i> , <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> endings.	Read words containing common suffixes, e.g. <i>-ness</i> , <i>-ment</i> , <i>-ful</i> , <i>-less</i> <i>-ly</i> , <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-y</i> .
Read words with contractions, e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> and understand that the apostrophe represents the omitted letter.	
Develop fluency, accuracy and confidence by re-reading books.	Re-read books to build up fluency and confidence in word reading.
Read more challenging texts using phonics and common exception word recognition.	Read longer and less familiar texts independently.
	Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i> .
Comprehension	Comprehension
Developing pleasure in reading and motivation to read	Developing pleasure in reading and motivation to read
Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and contemporary and classical poetry.
Relate texts to own experiences.	
Recognise and join in with language patterns and repetition.	Recognise the use of repetitive language within a text or poem (e.g. <i>run</i> , <i>run as fast as you can</i>) and across texts (e.g. <i>long</i> , <i>long ago in a far away land...</i>)
Use patterns and repetition to support oral retelling e.g. fairy stories, traditional tales and stories by well-known authors.	

Orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling</i> .	Orally retell a wider range of stories, fairy tales and traditional tales.
	Sequence and discuss the main events in stories and recounts.
	Read a range of non-fiction texts which are structured in different ways, including information, explanation, instructions, reports, recounts.
Enjoy and recite poems by heart.	Learn and recite a range of poems using appropriate intonation.
Make personal reading choices and explain reasons for choices.	Make personal reading choices and explain reasons for choices.
Understanding books which they can read themselves and those which are read to them	Understanding books which they can read themselves and those which are read to them
Introduce and discuss key vocabulary, linking meanings of new words to those already known.	Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
	Identify and discuss favourite words and phrases.
	Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i> .
	Use tone and intonation when reading aloud.
Activate prior knowledge, e.g. <i>what do you know about minibeasts?</i>	Activate prior knowledge and raise questions, e.g. <i>What do we know? What do we want to know? What have we learned?</i>
Check that texts make sense when reading and self correct.	Check that texts make sense when reading and self correct.
Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i>	Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>
Explain clearly their understanding of what is read to them.	
Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	Demonstrate understanding of fiction and no-fiction texts by asking and answering who, what, where, when, how why questions.
Identify and discuss the main events in stories.	

Identify and discuss the main characters in stories.	
Recall specific information in fiction and non-fiction texts.	
Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i> .	Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.
	Identify how specific information is organised within non-fiction texts, e.g. <i>sub-headings, contents, bullet, points, glossary, diagrams</i> .
Discuss the title and how it relates to the events in the whole story, e.g. <i>Peace at Last by Jill Murphy</i> .	
Make basic inferences about what is being said and done.	Make inferences about characters and events using evidence from the text, e.g. <i>what is the character thinking, saying and feeling?</i>
Make predictions based on what has been read so far.	Make predictions based on what has been read so far.
Participating in Discussion	Participating in Discussion
Listen to what others say.	Participate in discussion about what is read to them, taking turns and listening to what others say.
Take turns.	
	Consider other points of view.
	Make contributions in whole class and group discussion.
	Listen and respond to contributions from others.