Bournes Green Infant School Reading Overview

Year Group Expectations

Year 1

Word- word reading Phonics and Decoding	Year 1 Expectations
	To apply phonic knowledge and skills as the route to decode words.
	To blend sounds in unfamiliar words using the GPCs that they have been taught.
	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
	To read words containing taught GPCs.
	To read words containing -s, -es, -ing, -ed and -est endings.
	To read words with contractions, e.g. I'm, I'll and we'll.
Common Exception Words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
	To reread texts to build up fluency and confidence in word reading.
Reading Comprehension Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self- correct.
Comparing, Contrasting and Commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
	To link what they have read or have read to them to their own experiences.
	To retell familiar stories in increasing detail.
	To join in with discussions about a text, taking turns and listening to what others say.
	To discuss the significance of titles and events.
Words in Context and Authorial Choice	To discuss word meaning and link new meanings to those already known.
Inference and Prediction	To begin to make simple inferences.
	To predict what might happen on the basis of what has been read so far.
Poetry and Performance	To recite simple poems by heart.

Year 2

Word- Word Meaning	Year 2 Expectations
Phonics and Decoding	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.
Common Exception Words	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
Reading Comprehension Understanding and Correcting Inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Comparing, Contrasting and Commenting	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
Words in Context and Authorial Choice	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
Inference and Prediction	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.
Poetry and Performance	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.