

Yearly Skills & Knowledge Progression

Subject: Reading

Year group: KS1

Objectives to be covered in guided reading. However, if teachers feel a certain objective would lend itself better to shared reading then it can be covered this way. There are target tracker objectives not on this progression grid due to the fact they are covered more effectively during individual reading.

Overarching Objectives that are covered throughout all guided reading sessions.

- Participate in discussion about what is read to him/ her, taking turns and listening to what others say (year 1)
- Participate in discussions about books, poems and other works that are read to him/her and those that he/she can read for themselves taking turns and listening to what others say (year 2)
- Develop pleasure in reading, motivation to read, vocab and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/ she can read independently. (year 1)
- Develop pleasure in reading, motivation to read, vocab and understanding by 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 he/ she can read independently.

		Half Term 1	Half Term 2
Autumn	Year 1:	<ul style="list-style-type: none"> • Explain clearly his/ her understanding of what is read to him/her. • Understand both the book he/she can already read accurately and fluently and those he/ she listens to by discussing the significance of title and events. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocab and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Develop pleasure in reading, motivation to read, vocab and understanding by being encouraged to link what is read or heard read to his/her own experiences (fairy tale focus).
	Year 2:	<ul style="list-style-type: none"> • Explain what has happened so far in what they have read. • Understand both books he/ she can read accurately and fluently and those that he/ she listens to by drawing on background information and vocab provided by the teacher. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocab and understanding by becoming increasingly familiar with and retelling a wide range of traditional tales/ fairy stories. • Develop pleasure in reading, motivation to read, vocab and understanding by recognising simple recurring literary language in stories and poems. (fairy tale focus including fairy tale poems). • Answer and asking questions and making links between books (fairy tale focus).

Spring	<p>Year 1:</p> <ul style="list-style-type: none"> Understand both the book he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or background info and vocab provided by the teacher. Understand both the books he/ she can already read accurately and fluently and those he / she listens to by predicting what might happen on the basis of what has been read so far. 	<p>Year 1:</p> <ul style="list-style-type: none"> Understand both the books he/ she can already read accurately and fluently and those he/ she listens to by making inferences on the basis of what is said and done e.g. character feelings
	<p>Year 2:</p> <ul style="list-style-type: none"> Understand both books that he/she can already read fluently and accurately and those listened to by predicting what might happen based on what has been read. Explain and discuss his/her understanding of books, poems and other materials both those that he/she listens to and can read themselves. Understand both the books that he/she can read accurately and fluently and those that he/she listens to by making inferences based on what is said and done. 	<p>Year 2:</p> <ul style="list-style-type: none"> Understand both the books that he/she can read accurately and fluently and those that he/she listens to by making inferences based on what is said and done Develop pleasure in reading, motivation to read, vocab and understanding by discussing the sequence of events and how items of information are related.
Summer	<p>Year 1:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocab and understanding by learning to appreciate rhymes and poems, and to recite some by heart. 	<p>Year 1:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocab and understanding by discussing word meanings, linking new meanings to those already known.
	<p>Year 2:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocab and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. Develop pleasure in reading, motivation to read, vocab and understanding by discussing his/ her favourite words and phrases (link to poetry) 	<p>Year 2:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocab and understanding by discussing and clarifying the meaning of new words and linking new meanings to known vocab. Recognise repeated themes and ideas in stories or poems.

What can make this personal to Dovers Green?

- Book Week- children across the school share a text/ genre and work on this together.
- Reading Den is created once a year to encourage reading for pleasure.
- Dedicated reading time in class for children to read and explore books themselves.
- Parents come into school to read with their children.
- Book titles reflect the children in our school.

The development of SMSC and the promotion of British Values within Reading

SMSC

Spiritual:

Our reading curriculum supports the spiritual development of our children through engagement with stories read during storytimes, reading lessons and books read in other subject areas. Children are given opportunities to engage with drama and discuss the text in lessons and storytimes. Feelings and values of characters as well as their own are frequently discussed and children are given opportunities to link stories to their own experiences. Pupil's vocabulary develops through stories as they consider the meaning of words, their usage and how the meaning may change over time.

Moral:

Many stories contain a moral and to ensure that stories and their morals and values are understood books are explored over several storytimes and children are encouraged to reflect on these stories and develop their own value system and to make reasonable decisions on matters of personal integrity. Stories are read linked to different subjects taught, especially PSHE and RE and our oracy curriculum supports children with the discussion of the morals they learn from stories.

Social:

Storytimes and reading lessons are a social part of the school day. For example, children are given opportunities to work in a group when participating in drama activities and are frequently encouraged to share their opinions and thoughts with a partner or small group. A variety of genres and texts are used to inspire a love of reading and to teach decoding and comprehension skills. Each class dedicates time in the week for reading for pleasure and during these times children may read together or share parts of their book with one another. Reading ambassadors also promote reading for pleasure and encourage children to read a range of books.

Cultural:

There is a list of stories to read to children during storytimes and there are a range of stories there to include diversity and different cultures. Teachers are also able to choose other books to read related to children's interests but also their different cultures, diversity and religions. Throughout the year 'New Books to Dovers' are bought and displayed in a section of the library. These also include a range of genres, cultures and diversity. The PSHE lead has also recommended books for each topic relating to diversity and other cultures where appropriate.

**British
Values**

Democracy:

Children are able to express themselves through their reading. They are encouraged to share their ideas with their peers and teachers and all children have the right to have their voices heard and opinions respected. Children are given choice over the texts they read by visiting the library, choosing a book from the book corner and teachers are able to follow their children's interests and take their recommendations when reading to children. All children are given equal opportunities when being taught to read, regardless of sex, religion and disability.

The Rule of Law:

Children are taught how to actively listen, take turns, hold a conversation and respect each other's opinions through the teaching of our oracy curriculum. Children are therefore, aware of the expectations staff have of their behaviour and why this is important in reading lessons and storytimes.

Individual Liberty:

Children's interests are carefully considered when choosing books read during storytimes and reading lessons. As well as following the reading lists teachers choose books related to interests held by the class. Reading Ambassadors also recommend books to other children and books brought in by children are read to the class. Group and partner work allows children to share their opinions on a text with others and children are taught to respect and value each other's opinions even if they do not share them. Reading for pleasure is continually encouraged both inside and outside the classroom and time is dedicated to this during the week.

Mutual Respect and tolerance of those of different beliefs and faiths

Children at Dovers Green are expected to read and listen to range of texts and genres from a variety of cultures and faiths to ensure diversity. These are reviewed frequently and new books bought into the school to ensure that children are exposed to a variety of cultures. Children are also able to widen their culture experiences through trips and visitors to the school e.g. theatre companies, authors and artists.