	ADVENT 1		
	Texts		
TEXTS	**ENGLISH TEXT(S):** *Tuesday* *Dogger* *The Tale of Two Bad Mice*	**MODELLED READING TEXT(S):** *As English texts*	**CLASS STORY TEXT(S):** *Selection of stories about toys*
	Phonics & Decoding	**Common Exception Words**	**Fluency**
NC 2014 **WORD READING**	☐ Secure phonic decoding until reading is fluent. ☐ Read accurately by blending, including alternative sounds for graphemes. ☐ Read multisyllable words containing these graphemes. ☐ Read words containing common suffixes	☐ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*	☐ Read age-appropriate texts at 90+ words per minute ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ 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 their fluency and confidence in word reading

	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 **READING COMP.**	☐ Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read ☐ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales ☐ Experience non-fiction books that are structured in different ways ☐ Learn further poems by heart, reciting with appropriate intonation to make the meaning clear	☐ Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher ☐ Check that the text makes sense to them as they read and self-correct ☐ Ask and answer questions about a text	☐ Recognise simple recurring literary language in stories and poetry ☐ Discuss and clarify the meaning of words, linking new meanings to know vocabulary ☐ Discuss favourite words and phrases	☐ Make inferences on the basis of what is being said and done ☐ Predict what might happen on the basis of what has been read so far	☐ Discuss the sequence of events in books and how items of information are related	☐ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Ongoing/continuously working towards

	ADVENT 2		
	Texts		
TEXTS	**ENGLISH TEXT(S):** *Pinocchio* *Toys around the World*	**MODELLED READING TEXT(S):** *As English texts*	**CLASS STORY TEXT(S):** *Selection of stories about toys*

	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 **WORD READING**	☐ Secure phonic decoding until reading is fluent. ☐ Read accurately by blending, including alternative sounds for graphemes. ☐ Read multisyllable words containing these graphemes. ☐ Read words containing common suffixes		☐ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*		☐ Read age-appropriate texts at 90+ words per minute ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ 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 their fluency and confidence in word reading	

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HOLY TRINITY CATHOLIC ACADEMY: KS1 READING TERMLY PROGRESSION – YEAR A

		LENT 1		
		Texts		
TEXTS	**ENGLISH TEXT(S):** *Mind You WInter Wind* *The Day the Crayons Came*	**MODELLED READING TEXT(S):**		**CLASS STORY TEXT(S):** *Flat Stanley*

	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 **WORD READING**	☐ Secure phonic decoding until reading is fluent. ☐ Read accurately by blending, including alternative sounds for graphemes. ☐ Read multisyllable words containing these graphemes. ☐ Read words containing common suffixes		☐ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*		☐ Read age-appropriate texts at 90+ words per minute ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ 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 their fluency and confidence in word reading	

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HOLY TRINITY CATHOLIC ACADEMY: KS1 READING TERMLY PROGRESSION – YEAR A

LENT 2

Texts

TEXTS	ENGLISH TEXT(S):	MODELLED READING TEXT(S):	CLASS STORY TEXT(S):
	Christopher Columbus *Where the Wild Things Are*		*The Twits*

	Phonics & Decoding	Common Exception Words	Fluency
NC 2014 **WORD READING**	☐ Secure phonic decoding until reading is fluent. ☐ Read accurately by blending, including alternative sounds for graphemes. ☐ Read multisyllable words containing these graphemes. ☐ Read words containing common suffixes	☐ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*	☐ Read age-appropriate texts at 90+ words per minute ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ 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 their fluency and confidence in word reading

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HOLY TRINITY CATHOLIC ACADEMY: KS1 READING TERMLY PROGRESSION – YEAR A

	PENTECOST 1		
	Texts		
TEXTS	**ENGLISH TEXT(S):** *The Sword in the Stone* *Marvellous Machines*	**MODELLED READING TEXT(S):** *As English texts*	**CLASS STORY TEXT(S):** *George's Marvellous Medicine*

	Phonics & Decoding	Common Exception Words	Fluency
NC 2014 **WORD READING**	☐ Secure phonic decoding until reading is fluent. ☐ Read accurately by blending, including alternative sounds for graphemes. ☐ Read multisyllable words containing these graphemes. ☐ Read words containing common suffixes	☐ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*	☐ Read age-appropriate texts at 90+ words per minute ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ 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 their fluency and confidence in word reading

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	PENTECOST 2				
	Texts				
TEXTS	**ENGLISH TEXT(S):** *Robin Hood* *Legend from another country* *Summer Poetry*		**MODELLED READING TEXT(S):** *As English texts*		**CLASS STORY TEXT(S):**
	Phonics & Decoding		**Common Exception Words**		**Fluency**
NC 2014 **WORD READING**	☐ Secure phonic decoding until reading is fluent. ☐ Read accurately by blending, including alternative sounds for graphemes. ☐ Read multisyllable words containing these graphemes. ☐ Read words containing common suffixes		☐ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*		☐ Read age-appropriate texts at 90+ words per minute ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ 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 their fluency and confidence in word reading
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