



Tawny Owls – What to expect

In Reading ...

The following content will be introduced Year One and Two.

Year 1

Decoding – apply phonic knowledge to decode words.

Speedily read all 40+ letters/groups for 40+ phonemes

Read accurately by blending taught GPCs

Read common exception words

Read common suffixes (-s, -es, -ing etc.)

Read multi syllable words containing taught GPCs

Read contractions and understand use of apostrophe

Read aloud phonically decodable texts.

Range of reading – listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Being encouraged to link what they read with their own experiences

Familiarity with texts – becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Recognising and joining in with predictable phrases

Poetry and performances – Learning to appreciate rhymes and poems and to recite some by heart.

Word meanings – Discussing word meanings, linking new meanings to those already known.

Understanding – Drawing on what they already know or on background information and vocabulary provided by the teacher.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Inference – Discussing the significance of the title and events.

Making inferences on the basis of what has been read so far.

Discussing reading – Participate in discussion about what is read to them, taking turns and listening to what others have to say.

Explain clearly their understanding of what is read to them.



Year 2

Word recognition – Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words that contain 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 words containing common suffixes.

Read further common exception words, noting unusual correspondence between spelling and sound and where these words occur in the word.

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.

Reread these books to build up their fluency and confidence in word reading.

Comprehension – Develop pleasure in reading, motivation to read, vocabulary 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 which they can read independently.

Discuss the sequence of events in books and how items of information are related.

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Being introduced to non-fiction books that are structured in different ways.

Recognising simple recurring literary language in stories and poetry.

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Discussing their favourite words and phrases.

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by;

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading



- Making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far.

Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.