

Subject Yearly Overview

Reception	<ul style="list-style-type: none"> • A daily reading slot comprising of: discussions about a book cover to begin to build in early inference, listening to a story and re-telling to begin to build in identification of key points in a text, paired sound identification activities to build the concept of associating sounds with beginning to decode a text and eventually read. • Early RWI strategies being implemented: beginning to learn and identify sounds, beginning to hold sentences and identify phase 1 phonemes within a text.
Year 1	<ul style="list-style-type: none"> • RWI fully embedded for an hour daily whereby the children consolidate their knowledge of the phonemes and graphemes, continue their development of holding a sentence and begin to decode and blend CVC words using rhyme and repetition. • English skills begins in Y1 – a carousel of activities specifically related to Reading and the development of associated skills. • English Skills in Y1 comprises of a range of flexible activities (dependent on the class's current needs) but always has an adult reading group (1:1 reading with verbal questioning), questioning about either a book, text or image to begin to build in comprehension and a clever hands group to develop fine motor skills.
Year 2	<ul style="list-style-type: none"> • RWI develops with children moving on to more complex phonemes and graphemes such as digraphs, trigraphs and split-digraphs. Hold a sentence is fully embedded along with quick identification and recall of the lower level sounds. • Children learn to decode and blend effectively and can successfully decode and blend a range of words – moving on from CVC words. • English Skills continues as a carousel but the introduction of misconception words allows children to develop their knowledge of words that do not follow patterns, sounds and rules. The fine motor skill carousel group is also replaced with a 'vocab grapple' whereby children complete practical activities designed to broaden their vocabulary and understanding of the English language. • Children off of RWI complete comprehension exercises thus providing a smooth transition from being able to blend and decode to being able to the development of comprehending what has actually been read.
Year 3	<ul style="list-style-type: none"> • RWI stops in Year Three and is replaced with RWI interventions for the children who still need it thus allowing them to continue their development without feeling intimidated by the transition from Y2 to Y3. • English Skills develops to comprehension a text in a new level by using 'VIPERS' – a questioning scheme addressing all assessment foci (vocabulary, summarising a text, retrieval of information etc.). • Comprehension is still apparent in the Y3 English Skills but begins to explore inference of a text as a part of the carousel. • Accelerated Reader is introduced into the English Skills carousel from Y3 enabling children to independently read with the option to quiz vocabulary, meanings and events from the text.
Year 4	<ul style="list-style-type: none"> • RWI interventions continue for the children who need it. • English Skills continues with the introduction of retrieval questioning into the carousel enabling children to begin to think about question types and how to answer them.
Year 5	<ul style="list-style-type: none"> • Inference questions are introduced in the English Skills carousel to develop understanding of how to infer a deeper meaning of a text. • The vocab grapple is emphasised even more so in Y5 to ensure children are broadening their vocabulary as oppose to the children continuously misusing language.
Year 6	<ul style="list-style-type: none"> • In Y6, the English skills carousel adapts to a more streamlined version to ensure the children will leave Y6 secondary school ready. The carousel consists of: reading speed (developing the speed of reading whilst ensuring accuracy), Accelerated Reader and a quiz to expose the children to a range of question types.