



English: Reading
Progression of Knowledge and Skills

	Nursery			Reception			Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Song and Rhyme	Once upon a time	Amazing animals	Marvellous Me Once upon a time	On the go Ready, steady grow!	Near and Far All creatures great and small	Marvellous Me Once upon a time	On the go Ready, steady grow!	Near and Far All creatures great and small	Homes and Habitats Big lights, big city	Where in the world You're bananas!	Superheroes From pit to port
Reading: Applying phonics (all taught through RWI teaching progression)	3-4 yr olds Literacy Understand that print has meaning. Understand the names of different parts of books.		2-3 yr olds Literacy: Notice some print, such as the first letter of their name, a bus, door number. 3-4 yr olds Literacy Understand we read English text from left to right and from top to bottom. Understand that print can have different purposes. Develop their phonological awareness, so that they can spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as money.	Literacy Read individual letters by saying sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent on sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words		Literacy: word reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs ELG: Read words consistent with their phonic knowledge by sound blending ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Reading: Word reading -Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative graphemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (grotty graphemes) -Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings. -Read other words of more than one syllable that contain taught GPCs. -Read words with contractions eg I'm, I'll, we'll, and understand that the apostrophe represents omitted letters -Read aloud books consistent with their developing phonic knowledge. -Re-read these books to build up fluency and confidence in word reading.			Reading: Word reading -Continue to apply phonic knowledge and skills as route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (grotty graphemes) -Read accurately words of 2 or more syllables that contain the taught GPCs. -Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. -Read aloud books closely matching to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in reading. -Read words containing common suffixes		
							Autumn *Know when to use phonic knowledge to decode words *Read common words using phonic knowledge where possible *Read words of more than one syllable that contain taught GPCs. *Read phonically decodable texts.	Spring *Know which parts of words can be decoded using phonics. *Blend sounds in unfamiliar words based on known GPCs. *Read words with familiar endings (-s, ed, ing, es, er, est). *Read words which have the prefix -un added. *Read phonetically decodable texts with increased confidence. *Divide words into syllables eg pocket, rabbit, carrot, sunset (word time 1.6/1.7)	Summer *Hear and recognise all 40+ phonemes *Match all 40+ graphemes to their phonemes (set 2/3 sounds RWI) *Identify all 40+ graphemes when reading *Know that words have omitted letters and that an apostrophe represents the omitted letter *Find contractions in reading *Read words with contractions *Read compound words. Eg football, playground, farmyard, bedroom	Autumn *Understand the importance of decoding words automatically *Understand some words cannot be decoded with phonic strategies. *Use the graphemes taught to blend sounds *Know phonemes may be represented by different graphemes. *Know that familiar words do not need to be sounded out and blended. *Read familiar words automatically and accurately without sounding or blending.	Spring *Know the same grapheme may be read in different ways. *Recognise alternatives and consider which will make sense. *Recognise syllables in words. *Know that breaking into syllables helps fluent decoding. *Know that other strategies can be used to read unfamiliar words. *Use other strategies to support fluent decoding.	Summer *Read words of two or more syllables accurately. *Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. *Read books confidently and fluently.
	Core rhymes:	Core text:	Core text:	Communication and language: Learn new vocabulary		Literacy: comprehension	Reading: Comprehension			Reading: Comprehension Develop pleasure in reading, motivation to read and understanding by:		



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<p>Reading: Reading for pleasure</p> <p>Twinkle twinkle little star Incy wincy spider Baa baa black sheep Five little ducks 5 speckled frogs Humpty dumpty The grand old duke of York.</p> <p>2-3 yr olds CL: Enjoy singing, music and toys that makes sounds. Literacy Enjoy sharing a book with adults. Pay attention and respond to the pictures or the words. Have favourite books and seeks them out, to share with an adult, another child or alone.</p> <p>3-4 yr olds CL: Enjoy listening to longer stories and can remember much of what happens.</p>	<p>The gingerbread man</p> <p>Little red riding hood</p> <p>Goldilocks and the three bears</p> <p>2 yr olds CL: Use gestures like waving and pointing to communicate. Understand single words in context.</p> <p>Literacy: Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories.</p> <p>3-4 yr olds CL: Know many rhymes, be able to talk about familiar books.</p> <p>Literacy Engage and extend conversations about stories, learning new vocabulary.</p>	<p>The very hungry caterpillar Rainbow fish The weather monster Sharing a shell</p> <p>2 yr olds CL: Focus on an activity of their own choice. Start to develop conversation. Develop pretend play. Literacy Enjoy sharing books with an adult. Develop play around favourite stories using props.</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Communication and language: speaking ELG: Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG: Offer explanations for why thing might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p>	<p>Develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> - Listening to and discussion a wide range of poems, stories and non-fiction books at a level beyond that at which they can read independently - Being encourage to link what they read or hear read to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and discussing characteristics. - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems and to recite some by heart. - Discussing words meanings and linking meanings to those already known. 	<ul style="list-style-type: none"> - Listening to, discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Discussing the sequence of events in books and how information is related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional texts. - Recognising simple, recurring literary language in stories and poems - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear - Being introduced to non-fiction books that are structure in different ways. - Discussing and clarifying the meaning of words, linking new words to new meanings to known vocabulary.
<p>Reading: reading accurately with fluency and understanding</p> <p>2-3 yr olds Literacy Enjoy songs and rhyme Join in with songs and rhymes.</p>	<p>3-4 yr olds: CL: Literacy: Use a wide range of vocabulary. Literacy:</p>	<p>3-4 yr olds CL: Use a wide range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about</p>	<p>Literacy: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Literacy: ELG: Anticipate (where appropriate) key events in stories.</p>	<p>Reading: Comprehension Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocab provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events. 	<p>Reading: Comprehension Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and the vocab 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.



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	<p>Say some of the words in songs and rhymes. Sing songs and say rhymes independently.</p> <p>3-4 yr olds CL: Use a wider range of vocabulary. Sing a large repertoire of songs.</p>	<p>Spot and say rhymes.</p>	<p>familiar books, and be able to tell a long story.</p>			<ul style="list-style-type: none"> - Making inferences on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far. - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> - Predicting what might happen on the basis of what has been read so far. - Answering and asking questions. - Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 				
						<p align="center">Autumn</p> <ul style="list-style-type: none"> *Use picture clues to support understanding *Use picture clues to deepen understanding. *Identify characters in a story. *Recognise the characters feelings. *Say why a character has a feeling. 	<p align="center">Spring</p> <ul style="list-style-type: none"> *Use prior knowledge to understand texts. *Identify familiar words and ask about meaning. *Use the context to make informed guesses about meaning of unfamiliar words. *Make predictions based on the events in the story. *Give an opinion about the character. *Know that stories can have similar characters. 	<p align="center">Summer</p> <ul style="list-style-type: none"> *Discuss the meaning of unfamiliar words with others. *Know that stories can have similar patterns of events. *Make links to other stories. *Make links with characters in other stories. *Answer retrieval questions about a book. *Use information from a story to support their opinion. *Understand that a writer can leave gaps for the reader to fill. *Answer questions which will fill gaps in the story (inference). 	<p align="center">Autumn</p> <ul style="list-style-type: none"> *Know the purpose of reading is to make meaning. *Know there is a range of decoding strategies. *Check the text read makes sense. *Re-read to establish meaning. 	<p align="center">Spring</p> <ul style="list-style-type: none"> *Self-correct to establish meaning. *Use prior knowledge and reading experiences to understand text. *Use context to understand the text. *Ask questions to clarify understanding. *Find the answers to retrieval questions. *Recognise the writer can have a message for the reader. *Make predictions about possible events. 	<p align="center">Summer</p> <ul style="list-style-type: none"> *Know what inference (reading between the lines) means. *Find inferences about characters' feelings and thoughts. *Explain inferences about characters' feelings and thoughts. *Give reasons for characters' actions or behaviour. *Recognise key ideas in a text *Explain a writer's message. *Make predictions about how characters might behave.