

Curriculum – Reading intent and progression

We want children to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. It is our intention to immerse pupils in quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

We want to build children's vocabulary by using quality texts and having a vocab rich learning environments.

	Foundation Stage	Year 1	Year 2
Word Reading	<p>Consolidation of Phase 1: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</p> <p>Phase 2 Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words. Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: s a t p i n m d g o c k ck e u r h b f l, ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p>	<p>Consolidation of phases 3 and 4.</p> <p>Y1 Expectations (including elements of Phase 5 plus NC expectations) /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>Consolidation of phase 5</p> <p>Y2 Expectations (including elements of NC expectations) - Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences. -Reading and spelling the next 200 Medium Frequency Words and Common Exception Words. -Knowing the 'Best Bet' for alternative graphemes and using the 'Complete the Code' to make informed choices when spelling.</p>

	<p>Tricky Words: is I the put pull full as and has his her go no to into she push he of we me be</p> <p>Phase 3 Letter progression ai ee igh oa oo oo ar or ur ow oi ear air er, words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end • words with -es /z/ at the end</p> <p>Tricky Words: was you they my by all are sure pure</p> <p>Phase 4 Short vowels with adjacent consonants, CVCC CCVC CCVCC CCCVC CCCVCC, longer words and Phase 3 long vowel graphemes with adjacent consonants, CVCC CCVC CCCVC CCV CCVCC, words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>Tricky Words: said so have like some come love do were here little says there when what one out today</p>	<p>/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Tricky Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	
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Comprehension	Vocabulary		
	Demonstrates understanding when talking with others about what they have read.	Children identify simple, recurring literary language	Children discuss effective language or layout (non-fiction) choices.
	Inference		
	Uses illustrations to support understanding of texts read.	Makes links from the text to own experiences. Makes simple inferences about characters' actions.	Identifies goals/motives of the main character based on what they have said or done. Demonstrates empathy with characters. Justifies opinions using evidence from the text.
	Predict		
	Listens to stories and anticipates key events.	Predicts events and endings. Reviews cover to predict book content.	Predicts key events in a story using information such as setting and genre. Offers alternative plotlines or endings.
	Retrieve		
	Identifies title. Makes connections between texts.	Recognises patterns in texts (e.g. repetitive language). Recognises the differences between different genres- e.g. fiction and non-fiction.	Retrieves key information from a text. Understands the layout and organisational features of non-fiction texts. Refers back to the text for evidence.

	Sequence		
	Retells known stories in a variety of ways (e.g. small world, role play, story maps etc).	Identifies the beginning, middle and end in stories. Identifies contents and index in non-fiction texts.	Identifies the sequence of events in a story.
Key end points	<p>Should be reading Phase 4, set 2 books</p> <ul style="list-style-type: none"> - Children read and understand simple sentences. - They use phonic knowledge to decode regular words and read them aloud accurately. - They also read some common irregular words. - They demonstrate understanding when talking with others about what they have read. - Children are less reliant on finger pointing to track words. - Children attempt to self-correct when sense is. - Children show through reading that punctuation supports comprehension and expression 	<p>Should be reading Phase 5 books fluently</p> <ul style="list-style-type: none"> - Children can apply phonic knowledge and skills as the route to decode words using all 40+ phonemes, including alternative graphemes, and –s, –es, –ing, –ed, –er and –est endings. - Children can read common exception words and read other words of more than one syllable that contain taught GPCs. - Children can read words with contractions and understand that the apostrophe represents the omitted letter(s). - Children re-read books to build up their fluency and confidence. 	<p>Should be reading 'Little Wandle Fluency' books</p> <ul style="list-style-type: none"> - Children can read accurately most words of two or more syllables, read most words containing common suffixes, and read most common exception words. - In age-appropriate books, the children can read most (90%) words accurately without overt sounding and blending, and with fluency, sound out most unfamiliar words accurately, without undue hesitation. - In a book that they can already read fluently children can check it makes sense to them and make self-corrections, answer questions and make some inferences, and explain what has happened so far. - Children to read words at a rate of around 90 words a minute.