

## Holmesdale Infant School: Reading Curriculum Overview and Knowledge and Skills Progression Map

Knowledge and Skill	Nursery	Reception	Year 1	Year 2
<p><b>Decoding</b></p>	<ul style="list-style-type: none"> <li>• To develop phonological awareness: spot and suggest rhymes count or clap syllables in words</li> <li>• To be able to recognise words with the same initial sound, such as money and mother</li> </ul>	<ul style="list-style-type: none"> <li>• To develop phonological and phonemic awareness: to show awareness of rhyme and alliteration – To recognises rhythm in spoken words, songs, poems and rhymes – To clap or tap the syllables in words during sound play – To hear and say the initial sound in words</li> <li>• To know and say a sound for each letter in the Alphabet</li> <li>• To know and read individual letters by saying the sounds for them</li> <li>• To know and say a sound for each letter in the alphabet and digraphs/trigraphs</li> <li>• To know how to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• To know and read some letter groups that each represent one sound and say sound for them.</li> <li>• To know how to read words consistent with their phonic knowledge by sound blending.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and apply phonic knowledge to decode words</li> <li>• To know and read all 40+ letters/groups for 40+ phonemes</li> <li>• To read accurately by blending taught GPC's</li> <li>• To know and read Year 1 common exception words</li> <li>• To recognise and read common suffixes (-s, -es, -ing, -ed ect.)</li> <li>• To read multisyllabic words containing taught GPC's</li> <li>• To be able to read contractions and understand use of apostrophes</li> <li>• To read aloud phonically decodable texts</li> <li>• To read other words of more than one syllable that contain taught GPC's</li> <li>• To be able to read unfamiliar words by applying their knowledge of alternative graphemes for phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use secure phonic decoding until reading is fluent</li> <li>• To read accurately by blending, including alternative sounds for graphemes</li> <li>• To read multisyllable words containing these graphemes</li> <li>• To identify and read common suffixes (-ment, -ness, -ful, -less, -ly)</li> <li>• To know and read Year 2 common exception words, noting unusual correspondences</li> <li>• To be able to read most words quickly &amp; accurately without overt sounding and blending</li> <li>• To decode and blend out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• To know the unusual correspondences between spelling and sound and where they occur in common exception words</li> <li>• To use growing knowledge of prefixes and suffixes to read aloud and understand the meanings of new words.</li> </ul>

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		<ul style="list-style-type: none"> <li>• To know and read a few common exception words matched to the school’s phonic programme.</li> <li>• To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• To read phonetically regular words of more than one syllable as well as many irregular but high frequency words</li> </ul>		
<p><b>Range of Reading</b></p>	<ul style="list-style-type: none"> <li>• To listen to stories with increasing attention and recall</li> <li>• To maintain attention and sits quietly during appropriate activity</li> <li>• To enjoy an increasing range of books</li> </ul>	<ul style="list-style-type: none"> <li>• To enjoys an increasing range of book and be able to identify fiction and non fiction</li> <li>• To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• To ink what is read or heard read to own experiences</li> <li>• To read texts that are more complex and beyond chronological age</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can read independently</li> <li>• To read for a range of different purposes</li> </ul>

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<b>Familiarity with Texts</b>	<ul style="list-style-type: none"> <li>• To know and join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>• To listen to and join in with stories and poems</li> <li>• To listen to simple stories and understand what is happening, with the help of the pictures</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the repetitive language of the story</li> <li>• To re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</li> <li>• To listen to and talk about stories to build familiarity and understanding.</li> <li>• To uses vocabulary and forms of speech that are increasingly influenced by experiences of books</li> </ul>	<ul style="list-style-type: none"> <li>• To be familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characters</li> <li>• To recognise and join in with predictable phrases</li> <li>• To retell familiar stories in increasing detail</li> <li>• To retell familiar stories in much detail and consider their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• To be familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>• To recognise simple recurring literary language in stories and poetry</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>• To uses language to imagine and recreate roles and experiences in play situations</li> <li>• To know and sing entire songs.</li> <li>• To respond to what is heard, express thoughts and feelings.</li> <li>• To create own songs or improvise a song around one that is known</li> </ul>	<ul style="list-style-type: none"> <li>• To uses language to imagine and recreate roles and experiences in play situations</li> <li>• To introduces a storyline or narrative into play</li> <li>• To develop own simple narratives</li> <li>• To know rhymes, poems and song.</li> <li>• To use a range of vocabulary in imaginative ways</li> </ul>	<ul style="list-style-type: none"> <li>• To know and appreciate rhymes and poems, and to recite some by heart</li> <li>• To develop own narratives</li> </ul>	<ul style="list-style-type: none"> <li>• To know and build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
<b>Word Meanings</b>	<ul style="list-style-type: none"> <li>• To engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in extended conversations about stories, learning new vocabulary.</li> <li>• To learn new vocabulary.</li> <li>• To use new vocabulary through the day</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• To discuss their favourite words and phrases</li> </ul>

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		<ul style="list-style-type: none"> <li>To know, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> <li>To uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>To know how to use dictionaries to check the meaning of unknown words</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>To show an awareness of the way stories are structured</li> <li>To be able to listen to longer stories remember much of what happens.</li> <li>To know about the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>To answer simple questions about 'who', 'what' and 'where'</li> </ul>	<ul style="list-style-type: none"> <li>To know about the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>To demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.</li> <li>To answer 'how' and 'why' questions in response to stories</li> <li>To listen attentively with sustained concentration to follow a story without pictures or prompts</li> </ul>	<ul style="list-style-type: none"> <li>To check that the text makes sense to them as it is read and self-correcting inaccurate reading</li> <li>To explain understanding of both the texts which are read accurately and fluently, and those which are listened to</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the sequence of events in books and how items of information are related</li> <li>To draw on what is already known or on background information and vocabulary provided by the teacher</li> <li>To check that the text makes sense as it is read and correct inaccurate reading</li> <li>To ask questions to improve understanding of a text</li> <li>To make inferences</li> </ul>

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		<ul style="list-style-type: none"> <li>To describe the main events in the simple stories which have been read</li> </ul>		
<b>Inference</b>	<ul style="list-style-type: none"> <li>To understand 'how' and 'why' questions</li> <li>To question why things happen in a text and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>To answer 'how' and 'why' questions in response to stories</li> <li>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the significance of the title and events</li> <li>To make inferences on the basis of what is being said and done</li> </ul>	<p>To make inferences on the basis of what is being said and done</p> <ul style="list-style-type: none"> <li>To answer and ask questions about a text</li> <li>To make inferences about texts which are read independently</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>To anticipate (where appropriate) key events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>To anticipate (where appropriate) key events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss what might happen next on the basis of what has been read so far</li> <li>To make sensible predictions supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>To make a plausible prediction what might happen on the basis of what has been read so far</li> </ul>
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>To discuss and enjoy sharing non-fiction books with others</li> <li>To use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To know that information can be retrieved from books and computers</li> <li>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that print may be locate in captions, fact boxes and diagrams</li> <li>To understand and discuss common features of non-fiction text</li> <li>To begin to use the contents to locate information</li> <li>To use age-appropriate non-fiction texts to extract information</li> </ul>	<ul style="list-style-type: none"> <li>To know that non-fiction books are structured in different ways</li> <li>To discuss the difference between the way different non-fiction books are structured and compare them to fiction books</li> </ul>
<b>Discussing Reading</b>	<ul style="list-style-type: none"> <li>To describe main story settings, events and principal characters</li> <li>To retell a simple and familiar story</li> </ul>	<ul style="list-style-type: none"> <li>To engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in discussion about what is read, taking turns and listening to what others say</li> <li>To explain clearly an understanding of what is read</li> </ul>	<ul style="list-style-type: none"> <li>To participate in discussion about books, poems and others works taking turns and listening to what others say</li> </ul>

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	<ul style="list-style-type: none"><li>• To know many rhymes, be able to talk about familiar books, and be able to tell a long story</li><li>• To be able to express a point of view and to debate using words as well as actions.</li></ul>	<ul style="list-style-type: none"><li>• To listen and respond to ideas expressed by others in conversation or discussion</li><li>• To listen to stories, accurately anticipating key events and respond to what is heard with relevant comments, questions or actions</li><li>• To be able to talk about what is read and show understanding</li><li>• To express views about events or characters in the story</li><li>• To describes the main events in the simple stories they have read</li><li>• To compare and contrast characters from stories, including figures from the past.</li></ul>	<ul style="list-style-type: none"><li>• To discuss reading preferences, including favourite authors and genres</li><li>• To contribute confidently to discussions about a text and listen to what others say</li></ul>	<ul style="list-style-type: none"><li>• To explain and discuss understanding of books, poems and other material</li><li>• To make links between the books</li><li>• To discuss the similarities and differences in books written by the same author</li></ul>
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