

English Reading Knowledge Curriculum Overview

	Year R	Year 1	Year 2
Phonics and decoding – reference to phonics progression document	<p>Say the sound for each letter in the alphabet</p> <p>Read words using their phonic knowledge and beginning to recognise these in their own environment.</p>	<p>To apply phonic knowledge and skills as a route to decode and read words.</p> <p>To read accurately by blending sounds in unfamiliar words</p> <p>To read words containing –s- -es-ed</p> <p>To reread books to build up their understanding, comprehension and fluency.</p>	<p>To read and understand the rules of grammar associated in words that end with –s- -ies –ed –ing</p> <p>-understanding when a root word becomes changed</p> <p>To be able to read words with contractions and understand that the apostrophe omits a letter.</p>
Common Exception words	<p>Read a few common exception words matched to the school’s phonic programme. To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
Spoken language	<p>To listen and respond to adults and their peers</p> <p>Children will begin to engage in extended conversations about stories, learning new vocabulary.</p> <p>Children will be able to Join in with repeated refrains.</p> <p>Children will be able to demonstrate an understanding of what has been read to him/her by retelling stories and narratives using his/her own words</p> <p>Children will develop knowledge of rhyme and alliteration. They will recognize what words sound similar based on simple word patterns with their phonic knowledge (cat, bat) to recognize a rhyming string.</p>	<p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To maintain and participate in different conversations, performances, role play, improvisations or debates.</p> <p>To ask questions to extend their understanding and knowledge.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary through reading individually or in small focused groups.</p> <p>To discuss their favourite words and phrases.</p> <p>To use spoken language to develop their understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To begin to evaluate and consider different viewpoints.</p> <p>To compose and rehearse poems orally.</p>

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<p>Word reading</p>	<p>Children will understand that print can have different purposes.</p> <p>Children will understand page sequencing They will begin to read the text from L-R. Children will begin to segment and blend CVC words.</p> <p>Children will recognise initial sounds in words.</p> <p>Children will be able to describe main character and setting of a story.</p> <p>Children will be able to understand the structure of a story book –a fiction book has a beginning, middle and end.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently)</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To be able to use their phonic knowledge from the varied units of sound to support them in understanding, gaining meaning of what has been read.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p>
<p>Vocabulary</p>	<p>Children to learn the words: text, picture, decode, predict, question, word,</p>	<p>Predict, infer, ask questions, make connections, retrieve, opinion, decode, explain, interpret</p>	<p>Use terms such as definition. To be able to know how to find the meaning of unfamiliar words where this is explained.</p>
<p>Comprehension – fluency</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of 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 Blend sounds into words, so that they can read short words made up of letter-sound correspondences. (SW) 	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>
<p>Predictions</p>	<p>Children will begin to develop their own thoughts and ideas of what might happen next in a story. They will begin to understand that this is called prediction.</p> <p>To make connections to pictures cues in the texts to support them in predicting what could happen.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To begin to make simple connections between texts using what they know already.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>Make conclusions over what will happen next using ‘what they know’ and share an opinion of this with their peers.</p> <p>To use the skills taught in order to develop independence and enquiry skills to make plausible predictions</p>

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Inference	<p>Children will understand that print has meaning.</p> <p>Children will understand that print can have different purposes.</p> <p>Be able to make simple connections to experiences they have had in connection to the story that is being read.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To make inferences but begin to relate this back to what has been already read</p>
Fiction	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children will begin to understand the difference between what is a fact and what is fictional (not real)</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children will use and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>	<p>Children will begin to understand the difference between what is a fact and what is fictional (not real)</p> <p>To discuss the significance of titles and events.</p> <p>To recognise simple recurring literary language in stories and in poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the story that they are reading and other texts they have read.</p>	<p>To become increasingly familiar with and retell a wide range of stories, Fairy Tales and Traditional Tales.</p> <p>To be able to discuss the sequence of stories in books and how items are related.</p>
Non-Fiction	<p>Children will know the difference between fiction and non-fiction texts, and begin to articulate how they are different.</p> <p>To know that information can be retrieved from books and computers.</p> <p>To begin to recognize facts, captions,</p> <p>Offer explanations for why things might happen</p>	<p>To recognise the difference between what is fact and what is fiction.</p> <p>To begin to recognize facts, captions,</p> <p>Offer explanations for why things might happen</p>	<p>To begin to order events chronologically based on what they have read to make connections between now and in the past.</p> <p>Notice that some of the language features of non-fiction text e.g. direct language, the language of explanation, time conjunctions</p>