

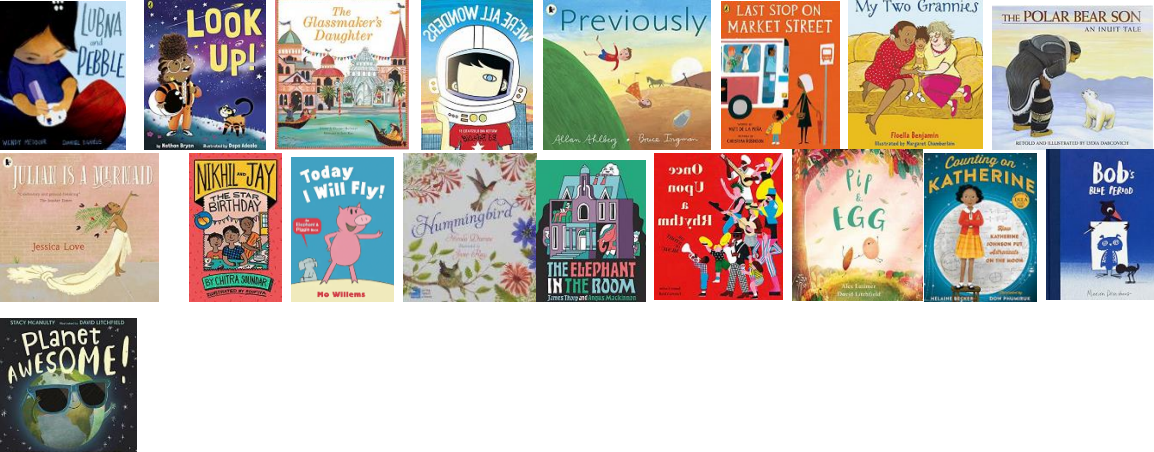


Reading Progression of Knowledge, Skills, Vocabulary and Texts

FS2	Knowledge	Skills	Vocab
	<p>Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately FS2 high frequency (tricky) words. Know that information can be retrieved from books and computers.</p>	<ul style="list-style-type: none"> • Read individual letters by saying the 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 one sound and say sounds for them (digraphs and trigraphs) • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p>Children will begin to develop a lifelong love of reading by:</p> <ul style="list-style-type: none"> • Engaging in storytimes and non-fiction books • Demonstrating an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Developing their own stories and retelling them orally. 	<p>Blend decode digraph fiction fluent grapheme non-Fiction phoneme poetry poem prediction retell segment story traditional Tale trigraph vocabulary</p>
	Texts	Core Texts	Poems & Anthologies
	<p>A wide range of genres, including traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>		<p>Pitter Patter Love Chop Chop Mice Popcorn Stepping Stones Sliced bread pancake</p>

Y1	Knowledge	Skills	Vocab
	<p>Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately Y1 common exception words</p>	<ul style="list-style-type: none"> • Revise and consolidate the GPCs and CEW taught in reception. • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for 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 • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings by building on the root words that they can read already. • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>blend decode digraph fiction fluent grapheme inference intonation non-Fiction phoneme poetry poem prediction traditional tale</p> <p>retell segment sense sequence split digraph story suffix trigraph vocabulary</p>
	<p>Texts</p> <p>A wide range of genres, including traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<p>Core Texts</p> 	<p>Poems & Anthologies</p> <p>Teacher choice (poetry slam) Who Has Seen the Wind? Duck Cherry Blossom At the Fireworks Please Do Not Feed the Animals Tanka Tanka Skunk Come All You Little Persons</p>

Y2	Knowledge	Skills	Vocab
	<p>Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately</p> <p>Most Y1 & Y2 common exception words</p>	<ul style="list-style-type: none"> Revise and consolidate the GPCs and CEW taught in year 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes by building on learnt root words building Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched 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 word reading. <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide 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 items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understanding both the books that they can already read accurately and fluently and those that they listen to 	<p>blend</p> <p>decode</p> <p>digraph</p> <p>fiction</p> <p>fluent</p> <p>grapheme</p> <p>inference</p> <p>intonation</p> <p>non-Fiction</p> <p>phoneme</p> <p>poetry</p> <p>poem</p> <p>prediction</p> <p>traditional tale</p> <p>retell</p> <p>segment</p> <p>sense</p> <p>sequence</p> <p>split digraph</p> <p>story</p> <p>suffix</p> <p>trigraph</p> <p>vocabulary</p>
	<p>Texts</p> <p>A wide range of genres, including traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<p>Core Texts</p> 	<p>Poems & Anthologies</p> <p>The Perils of Breakfast</p> <p>Hand on The Bridge</p> <p>Don't</p> <p>Directions Through a Fairy Tale</p> <p>Windrush Child</p> <p>Teacher choice for poetry slam</p>

