



Curriculum Skills and Progression Map

English - Reading

	Word Reading	Comprehension	Common Exception Words	Fluency
Early Years Foundation Stage	<p>Literacy</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 letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Early Learning Goal Literacy - Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Understanding and Correcting Inaccuracies Communication and Language</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goal - Literacy - Comprehension</p> <ul style="list-style-type: none"> • Demonstrate 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 	<p>Literacy</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic program. 	<p>Literacy</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Early Learning Goal Literacy - Reading</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

		<p>during role play.</p> <p><u>Comparing, Contrasting and Commenting</u></p> <p>Understanding the World</p> <ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past. <p>Early Learning Goal - Communication and Language - Listening, Attention and Understanding</p> <ul style="list-style-type: none">• 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>-Speaking</p> <ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. <p><u>Words in Context and Authorial Choice</u></p> <p>Communication and Language</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected		
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		<p>non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Early Learning Goal - Communication and Language - Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. <p>Literacy - Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. <p><u>Inference and Prediction</u></p> <p>Early Learning Goal - Communication and Language - Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. <p>Literacy - Comprehension</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. <p><u>Poetry and Performance</u></p>		
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		<p>Communication and Language</p> <ul style="list-style-type: none"> • Engage in story times. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems, and songs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. <p>Early Learning Goal - Literacy - Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Expressive Arts and Design - Creating with Material</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p>-Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt, and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time to music. <p><u>Non-Fiction</u></p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Engage in non-fiction books. 		
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		<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goal - Communication and Language - Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. <p>Literacy - Comprehension</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. 		
Year 1	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with 	<ul style="list-style-type: none"> • Check that a text makes sense to them as they read and to self- correct. • Say what the like do not like about a book. • Link what has been read or heard to own experiences. • Retell key stories orally using narrative language and increasing detail. • Talk about the main characters in a story. • Begin to draw inferences from the text and/or illustrations. • Make predictions about what might happen based on 	<ul style="list-style-type: none"> • Read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • 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. • To reread texts to build up fluency and confidence in word reading.

	<p>contractions, e.g. I am, I'll and we'll.</p>	<p>what has already been read.</p> <ul style="list-style-type: none"> • Explain what the text is about. • Join in with discussion about a text, taking turns and listen to what other say. • Discuss work meaning and link new meanings to those already known. • Recite poems by heart 		
Year 2	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic. • decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes 	<ul style="list-style-type: none"> • Talk about and give an opinion on a range of texts. • Discuss the sequence of events in books and how they relate to each other. • Use prior knowledge, including context and vocabulary, to understand texts. • Retell a wide range of familiar stories, including fairy stories and traditional tales. • Read for meaning and check that the text makes sense, go back, and re-read when it does not make sense. • Find recurring language in stories and poems. • Talk about favourite words and phrases in stories and poems. • Clarify the meaning of words and link new meanings to 	<ul style="list-style-type: none"> • Read Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute, in age-appropriate texts.

		<p>known vocabulary.</p> <ul style="list-style-type: none">• Recite some poems by heart, with appropriate intonation.• Ask and answer questions about a text.• Make predictions based on what has been read.• Draw (simple) inferences from illustrations, events, characters' actions, and speech.• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.• Make links between the text they are reading and other texts they have read.• To recognise that non-fiction books are often structured in different ways.		
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