



Highlight by topic

Termly topics decided by the children and based on their interests.

ENGLISH—Reading

EYFS

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ Phase 1 Sound discrimination
- ◇ Phase 2 Sounds—s a t p i n m d g o c k c k e u r h b l f f l l s s
- ◇ Phase 3 Sounds—j v w x y z z z qu ch sh th ng nk ai ee igh oa oo ar or ur ow oi ear air ure er
- ◇ Phase 4— consonant blends
- ◇ Read individual letters by saying the sounds for them and form lower-case letters.
- ◇ Hear and write the initial sound in words.
- ◇ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- ◇ Read common exception words.
- ◇ Teaching of vocab: digraph, grapheme, phoneme etc.
- ◇ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- ◇ End of term 1 - First children get books home (only when they are ready). Mid term 2—all children to have a book.
- ◇ Recognise and use single letter sounds and at least 10 digraphs.
- ◇ Guided Reading - Focus on key reading skills, blending with new sounds and reading comprehension.
- ◇ Re-read what they have written to check that it makes sense.
- ◇ Teach alternative graphemes where applicable (Phase 5)/ Nonsense word reading.

Comprehension

- ◇ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play .
- ◇ Story time on a daily basis as whole class – comprehension and understanding. Access to a range of texts linked to current topic.
- ◇ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- ◇ Guided Reading - Focus on key reading skills, blending with new sounds and reading comprehension.
- ◇ Re-read what they have written to check that it makes sense.
- ◇ Anticipate – where appropriate – key events in stories;
- ◇ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Developing a love of reading

- ◇ Access to topic based books linked to their interests
- ◇ Visits to the school library and choosing books for pleasure
- ◇ Performing poems, songs, rhymes linked to their chosen topic
- ◇ Listening to and commenting on stories read by ‘mystery readers’
- ◇ Reading in the environment: outdoor access to stories as well as indoor
- ◇ Role-play areas where children can perform known stories and act as known characters
- ◇ Listening to and engaging in a wide range of stories and texts to influence their learning
- ◇ Small group guided reading/ quiet reading time/ whole class reading of chapter books to engage in

Challenge

- ◇ To be able to read multi-syllabic words
- ◇ To be able to draw upon and link to current topics/ previous experiences when reading
- ◇ To read with expression



ENGLISH—Reading

Highlight by topic

Autumn 1 – Traditional Tales

Autumn 2 - Light and Dark

Spring 1 – Dinosaurs

Spring 2—Bristol—Brunel

Summer 1 – Under the Sea

Summer 2 – Pirates/ Space Journeys

Year 1

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ Phase 2 Sounds—s a t p i n m d g o c k e u r h b f l ff ll ss
- ◇ Phase 3 Sounds—j v w x y z zz qu ch sh th ng nk ai ee igh oa oo ar or ur ow oi ear air ure er
- ◇ Phase 4— consonant blends
- ◇ Phase 5— ay ou ie ea oy ir ue ue aw wh ph ew ew oe au ey a-e e-e i-e o-e u-e u-e
- ◇ Sound families to be taught
- ◇ To be able to read the correct sound in response to learned graphemes and know and recognise and read all 40+ phoneme/graphemes.
- ◇ Read accurately by blending known GPCs, linking sounds I have learned to letters and reading the whole word.
- ◇ Read common exception words by sight, knowing not all words follow the same pattern of spelling.
- ◇ Read and understand common suffixes: To be able to read words containing –s, -es, -ing, -ed, -er & -est endings. To be able to build on previously learned root words and recognise added suffixes.
- ◇ Read multi-syllable words containing known GPCs.
- ◇ To be able to recognise ‘syllable boundaries, read each syllable separately and combine to read the whole word.
- ◇ Continue to apply phonic knowledge as the route to decode words until automatic decoding has been embedded and reading is fluent.
- ◇ Read accurately by blending, including alternative sounds for graphemes.
- ◇ Read words with contractions and understand the use of an apostrophe, knowing it represents omitted letters.
- ◇ Re-read phonetically decodeable books to build up fluency and confidence in word reading.
- ◇ To spell words using learnt phonic patterns.
- ◇ To be able to read nonsense words using their phonological awareness.

Comprehension

- ◇ Develop pleasure in reading, motivation to read, vocabulary and understanding: be able to retell familiar stories and traditional tales knowing they have particular characteristics.
- ◇ Link their reading to their own experiences.
- ◇ To be able to understand texts based on prior knowledge or provided information.
- ◇ To be able to read fluently and automatically decode and correct inaccurate reading.
- ◇ To know that there are a wide range of forms of poetry.
- ◇ To be able to listen to & express opinions on poetry, stories and non-fiction beyond that which they can read independently.
- ◇ Perform poetry learnt by heart with appropriate intonation and become increasingly familiar with and retell a wider range of stories and traditional tales: To be able to recite poems with expression & intonation to make meaning clear.
- ◇ To be able to recognise and join in with predictable phrases, knowing that they are used for effect and enjoyment.
- ◇ To be able to appreciate and talk about favourite rhymes, traditional tales and poetry and learn to recite some by heart.
- ◇ Discuss and clarify the meanings of words by discussing his/her favourite words or phrases.
- ◇ To be able to link new meanings to known vocabulary.
- ◇ To be able to correct inaccurate reading by checking for sense: Know when reading does not make sense in the context of the text.
- ◇ To be able to explain clearly their understanding of what is read to them.
- ◇ To be able to discuss the significance of title and events and explain links between content, events, characters and title.
- ◇ To be able to read with fluency and confidence and make inferences and predications on the basis of what is being said or done.
- ◇ To know that events so far give clues as to what may happen next.
- ◇ To be able to convey their understanding during written comprehension tasks.

Developing a love of reading

- ◇ Use of reading dogs to enhance discussion on texts
- ◇ Visits to the school library and choosing books for pleasure
- ◇ Performing poems, songs, rhymes linked to their topic
- ◇ Listening to and commenting on stories read by visitors
- ◇ Listening to and engaging in a wide range of stories and texts to influence their learning
- ◇ Small group guided reading/ quiet reading time/ whole class reading of chapter books to engage in

Challenge

- ◇ Using inference and clues from the text to develop a deeper understanding of what they’re reading
- ◇ Ask relevant questions about characters and events that spark conversation on texts



ENGLISH—Reading

Highlight by topic

Autumn 1 – Explorers

Autumn 2 - Rainforests

Spring 1 – Myths and Legends

Spring 2— Cities

Summer 1 — Artists/Poetry

Summer 2 — Castles

Year 2

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ Phase 2 Sounds—s a t p i n m d g o c k c k e u r h b f l f f l l s s
- ◇ Phase 3 Sounds—j v w x y z z z qu ch sh th ng nk ai ee igh oa oo ar or ur ow oi ear air ure er
- ◇ Phase 4— consonant blends
- ◇ Phase 5— ay ou ie ea oy ir ue ue aw wh ph ew ew oe au ey a-e e-e i-e o-e u-e u-e
- ◇ Sound families to be recapped and consolidated
- ◇ To apply phonic knowledge in order to decode words until automatic decoding has been embedded and reading is fluent, correcting self when necessary.
- ◇ Read accurately by blending, including alternative sounds for graphemes and correcting inaccurate reading when necessary.
- ◇ Read common exception words by sight and know regular and irregular word patterns and how to decode them.
- ◇ Read common suffixes — to be able to build on previously learned root words and recognise added suffixes.
- ◇ Read common prefixes— to be able to build on previously learned root words and recognise added prefixes.
- ◇ To know vocabulary which relates to the subject matter.
- ◇ Recognise and locate simple recurring literary language, phrases and patterns of language in stories and poetry.
- ◇ To know that repetitive language and phrases are used to create particular effects.
- ◇ Read multi-syllable words containing known graphemes and be able to recognise syllable boundaries (read each syllable separately and combine to read the whole word).
- ◇ Read most words quickly and accurately without overt sounding and blending, and with fluency and confidence.

Comprehension

- ◇ Discuss and express views on a wide range of poetry, stories and non-fiction.
- ◇ To be able to participate in discussion and listen to the opinions of others.
- ◇ To explain own understanding through written comprehension activities.
- ◇ Discuss the sequence of events in books and be able to explain links between main events/ items of information, knowing that the sequence of events gives an understanding of progression in fiction & non-fiction texts.
- ◇ Make inferences on the basis of what is being said and done.
- ◇ To be able to show an understanding of non-explicit events and know that not everything is explained
- ◇ Ask and answer questions about a text.
- ◇ To be able to show understanding and use text to locate relevant information.
- ◇ To be able to make an informed prediction based on an understanding of what has happened taking into account knowledge of characters and events so far.
- ◇ To know vocabulary which relates to the subject matter/current topic.
- ◇ To be able to link new meanings to known vocabulary and know how to apply known vocabulary to the context of current reading.
- ◇ Discuss and clarify the meanings of words by discussing his/her favourite words or phrases.
- ◇ Perform poetry learnt by heart with appropriate intonation and become increasingly familiar with and retell a wider range of stories and traditional tales.
- ◇ To know that repetitive language and phrases are used to create particular effects.

Developing a love of reading

- ◇ Use of reading dogs to enhance discussion on texts
- ◇ Visits to the school library and choosing books for pleasure
- ◇ Performing poems, songs, rhymes linked to their topic—Class assembly, Christmas poetry and song performance
- ◇ Listening to and commenting on stories read by visitors
- ◇ Listening to and engaging in a wide range of stories and texts to influence their learning
- ◇ Small group guided reading/ quiet reading time/ whole class reading of chapter books to engage in.

Challenge

- ◇ To make connections between a text and the wider world/ across texts.
- ◇ Expressing preferences and explaining why.