

English- Reading

Curriculum progression Map

At Hatch Warren Infant School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Level expected at the end of EYFS -

Literacy: Word Reading	Literacy: Comprehension
<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. 	<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 during role play.

Year 1 National Curriculum Expectations Statutory	Year 1 National Curriculum Expectations Non- Statutory
Reading- word reading Pupils should be taught to: 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 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	Reading- word reading Pupils should revise and consolidate the GPCs and the common exception words taught in reception year. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and rereading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their

<p>phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p>	<p>fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>
Reading- Comprehension	Reading- Comprehension
<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p>	<p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and</p>

<p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Role play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>
Year 2 National Curriculum Expectations Statutory	Year 2 National Curriculum Expectations Non- Statutory
Reading- word reading	Reading- word reading
<p>Pupils should be taught to:</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p>	<p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p>
Reading- Comprehension	Reading- Comprehension

Pupils should be taught to:
develop pleasure in reading, motivation to read, vocabulary and understanding by:

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
understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read, and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

<p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	
Year 3 and 4 National Curriculum Expectations Statutory	Year 3 and 4 National Curriculum Expectations Non- Statutory
Reading- word reading	Reading- word reading
<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should).</p>
Reading- Comprehension	Reading- Comprehension
<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>

<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>
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Knowledge / Skills to be covered

Reading - Word Reading	
Phonics and Decoding	<p>Yr R Children can: 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. 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>
	<p>Yr 1 Children can: 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 of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>
	<p>Yr 2 Children can: 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.*</p>
Common exception words	<p>Yr R Children can: Read a few common exception words matched to the school's phonic programme. To read some common irregular words.</p>
	<p>Yr 1 Children can: To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>
	<p>Yr 2 Children can: To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p>Yr R Children can: 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>

	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Yr 1 Children can: 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.
	Yr 2 Children can: 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.
Reading - Comprehension	
Understanding and Correcting Inaccuracies	Yr R Children can: Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Yr 1 Children can: To check that a text makes sense to them as they read and to self- correct.
	Yr 2 Children can: To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Comparing, Contrasting and Commenting	Yr R Children can: Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.
	Yr 1 Children can: To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences.

	<p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>
	<p>Yr 2 Children can:</p> <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</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 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>
Words in Context and Authorial Choice	<p>Yr R Children can:</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	<p>Yr 1 Children can:</p> <p>To discuss word meaning and link new meanings to those already known.</p>
	<p>Yr 2 Children can:</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>
Inference and Prediction	<p>Yr R Children can:</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories</p>
	<p>Yr 1 Children can:</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>
	<p>Yr 2 Children can:</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>

Poetry and Performance	<p>Yr R Children can: 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. 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>
	<p>Yr 1 Children can: To recite simple poems by heart.</p>
	<p>Yr 2 Children can: To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>

Non-Fiction	<p>Yr R Children can: Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	<p>Yr 1 Children can:</p>
	<p>Yr 2 Children can: To recognise that non-fiction books are often structured in different ways.</p>

Supersonic Phonics Friends Progression Overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Children who are not keeping up with the program are identified quickly and are targeted for micro burst learning.

Firm Foundations in Phonics 1 Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1 Wrap them in Rhyme	The Basics 2	The Basics 3 The Basics 3 plus	The Basics 4 Adjacent Consonants & Polysyllabic	The Higher Levels of Phonics 5c Choose to Use	The Higher Levels of Phonics 5b Switch it Spell Sounds	Statutory Spelling Appendices Spelling Patterns & Rules 6
General Sound Discrimination	Group 1 s a t p	The Basics 3	Group 1: CVCC	Group 1: ai/ay ee/ea igh/ie oa/oe oo/ue	Group 1: i o c g	Year 1 & Year 2 NC Appendices
Aspect 1	Group 2 i n m d	Group 1 j v w x	Group 2: CVCC & Polysyllabic	Group 2: ai/ay/a_e ee/ea/e_igh/ie/i_e oa/oe/o_e oo/ue/u_e	Group 2: u ow ie ea	
Aspect 2	Group 3 g o c k	Group 2 qu z zz y	Group 3: CCVC	Group 3 oi/oy ur/ir ow/ou or/aw w/wh	Group 3: a a oi o	
Aspect 3	Group 4 ck e u r	Group 3 ch sh th ng	Group 4: CCVC & Polysyllabic	Group 4: air/are n/kn r/wr f/ff/ph or/aw/au	Group 4: ue u_e ew	
Aspect 4	Group 5 h b f l	Group 4 ai ee igh oa	Group 5 CCVCC CCCVCC & Polysyllabic	Group 5: n/kn/gn or/aw/au/ore ee/ea/e_e/eye e/ea/e_e/ey/y oo/ue/u_e/ew	Group 5: y y ch ch ou	
Phonological Awareness	Group 6 ll ff ss	Group 5 oo oo or ar		Group 6: air/ are/ ear ur/ ir/ or/ ch/tch j/dge ur/ ir/ or/er		
Aspect 4		The Basics 3 plus				
Aspect 5		Group 6: ur ow oi er				
Aspect 6		Group 7: ure ear air				
Aspect 7						

Basics 2 Tricky Words	I, is, the, to, go, no, has, his, as, of, into
Basics 3 Tricky Words	her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out
Basics 4 Tricky Words	were, what like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this
Choose to Use Tricky Words	their, people, Mr, Mrs, oh, these, friend, asked, where, today, once, could, should, would, called, looked, son, says, want, after, half, only, with
Switch it Mitch Tricky Words	does, goes, tall, call, small, laughed, why, over, above, live, please, water, because, break, work, who, any, many move, eye,

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year R Word Reading	Firm Foundations Basics 2	Basics 2	Re-cap and review Basics 2 Basics 3	Basics 3	Recap and review Basics 3 Basics 4	Basics 4
Year 1 Word Reading	Re-cap and review Basics 3 and 4	Higher Levels Choose to Use	Higher Levels Choose to Use	Re-cap and review Higher Levels Choose to Use Higher Levels Switch it Mitch	Higher Levels Switch it Mitch	Re-cap and review Higher Levels Switch it Mitch Year 1 Spelling rules
Year 2 Word Reading/Spelling Rules and Patterns	Re-cap and review Higher Levels Switch it Mitch	Re-cap and review Year 1 Spelling rules	Year 2 Spelling rules	Year 2 Spelling rules	Year 2 Spelling rules	Year 2 Spelling rules

Year R Individual Reading and Year 1 Guided Reading

*Reading book progression in Year R and 1 is matched to fully decodable books linked to the Supersonic phonics scheme.

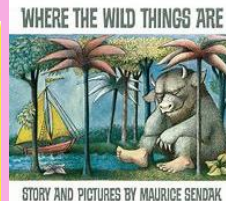

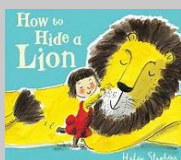
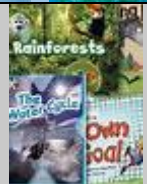
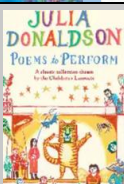

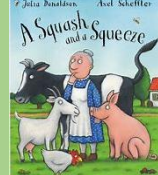
*Follow up task link to comprehension skills when fluency has been developed.

Comprehension and Guided Reading

Year 2 VIPERS Progression Grid for Guided Reading

Year 2 National Curriculum Statements - Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>V1: 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</p> <p>S1: discussing the sequence of events in books and how items of information are related</p> <p>S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>E1/3: being introduced to non-fiction books that are structured in different ways</p> <p>V3: recognising simple recurring literary language in stories and poetry</p> <p>V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>V2: discussing their favourite words and phrases</p> <p>S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>V2: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>I1/2: making inferences on the basis of what is being said and done</p> <p>R1/2: answering and asking questions</p> <p>P1/2: predicting what might happen on the basis of what has been read so far</p> <p>I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
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	Key Reading Skills
Vocabulary Assessment Focus Spring 1	<p>V1: discussing and clarifying the meanings of words; link new meanings to known vocabulary</p> <p>V2: discussing their favourite words and phrases</p> <p>V3: recognise some recurring language in stories and poems</p>
Inference Assessment Focus Summer 2	<p>I1: make inferences about characters' feelings using what they say and do.</p> <p>I2: infer basic points and begin, with support, to pick up on subtler references.</p> <p>I3: answering and asking questions and modifying answers as the story progresses</p> <p>I4: use pictures or words to make inferences</p>
Prediction Assessment Focus Summer 1	<p>P1: predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>P2: make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>
Explaining Assessment Focus Spring 2	<p>E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>E2: express my own views about a book or poem</p> <p>E3: discuss some similarities between books</p> <p>E4: listen to the opinion of others</p>
Retrieval Assessment Focus Autumn 1	<p>R1: independently read and answer simple questions about what they have just read.</p> <p>R2: asking and answering retrieval questions</p> <p>R3: draw on previously taught knowledge</p> <p>R4: remember significant event and key information about the text that they have read</p> <p>R5: Monitor their reading, checking words that they have decoded, to ensure that they it within the text they have already read</p>
Sequence Assessment Focus Autumn 2	<p>S1: discuss the sequence of events in books and how items of information are related.</p> <p>S2: retell using a wider variety of story language.</p> <p>S3: order events from the text.</p> <p>S4: begin to discuss how events are linked focusing on the main content of the story.</p>

	Guided Reading books	
Autumn 1 Assessment Focus Retrieval	Not Now Bernard We're Going on a Bear Hunt The Tiger Who came for Tea	  
Autumn 2 Assessment Focus Sequence	Unfortunately Where the wild things are We're Going on a Lion Hunt	  
Spring 1 Assessment Focus Vocabulary	The Bog Baby The Rainbow Fish Poles Apart	  
Spring 2 Assessment Focus Explaining	How to hide a Lion Non-Fiction Books Poetry Books	  
Summer 1 Assessment Focus Prediction	Keith the Cat with the Magic Hat This Moose belongs to me A Squash and a Squeeze	  
Summer 2 Assessment Focus Inference	The Day the Crayons Quit The Bear and the Piano Gorilla *Extension books The Tear Thief Voices in the Park The enormous crocodile	