

# Goldfield Infants and Nursery School Skills and Knowledge

## Progression: Subject Area: **Reading**

Age	Nursery		
<b>Pre-reading skills\Phonics and decoding</b>	<ul style="list-style-type: none"> <li>To share books with an adult and respond to the pictures and words</li> <li>To sing a range of rhymes and songs</li> <li>To talk about and retell a range of familiar stories</li> <li>To recognise familiar logos and labels within the environment.</li> <li>To find and identify familiar letters, e.g. letters in their names.</li> <li>To spot and suggest rhymes</li> <li>To hear the rhythm in words (Syllables)</li> <li>To begin to explore initial sounds in familiar words.</li> <li>To join in with repetition within stories and rhymes.</li> <li>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</li> <li>To make up a story</li> <li>To identify initial sounds and blend familiar CVC words.</li> <li>To segment familiar CVC words</li> <li>Make predictions about a story using the relevant vocabulary with independence</li> </ul>		
	<ul style="list-style-type: none"> <li>Children have opportunities to explore rhyming in small groups using familiar nursery rhymes and songs/poems</li> <li>They use familiar objects/toys to explore alliteration and rhyme</li> <li>In discussion with adults, children read and talk about stories</li> <li>In discussion with adults, children predict what might happen next in a story</li> <li>Children are given opportunities within play to make up own stories (Helicopter Stories)</li> <li>Children begin to link graphemes to sounds in Little Wandle Foundations for Phonics and Phase 2 activities</li> </ul>		
	Reception	KS1	
		Yr1	Yr2
<b><u>Word reading:</u></b>	<ul style="list-style-type: none"> <li>To enjoy rhyming and rhythmic activities.</li> <li>To show an awareness of rhyme and alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to apply phonic knowledge and skills as the route to</li> </ul>

<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>• To recognise rhythm in spoken words.</li> <li>• To continue a rhyming string.</li> <li>• To hear and say the initial sound in words.</li> <li>• To segment the sounds in simple words and blend them together and know which letter represents some of them.</li> <li>• To link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• To use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>• To read words containing taught GPCs.</li> <li>• To read words containing -s, -es, -ing, -ed and -est endings</li> <li>• To read words with contractions, e.g. I'm, I'll and we'll</li> </ul>	<p>decode words until automatic decoding has become embedded and reading is fluent.</p> <ul style="list-style-type: none"> <li>• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• To accurately read most words of two or more syllables.</li> <li>• To read most words containing common suffixes</li> </ul>
	<ul style="list-style-type: none"> <li>• Children have opportunities to explore rhyming in small groups using familiar nursery rhymes and songs/poems</li> <li>• They use familiar objects/toys to explore alliteration</li> <li>• Children begin to link graphemes to sounds in Little Wandle Foundations for Phonics and Phase 2 /3lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children continue Little Wandle programme phase 4/5 to extend their phonic knowledge and apply this to read LW reading books in reading practice groups twice a week</li> <li>• Whole class/group reading in English lessons increases their exposure to decodable and more challenging words</li> </ul>	<ul style="list-style-type: none"> <li>• Children use decodable books and independent reading books to increase fluency, using the school library and reading corners in classrooms</li> <li>• Whole class/group reading in English lessons increases their exposure to decodable and more challenging words</li> </ul>
<b>Common Exception Words</b>	<ul style="list-style-type: none"> <li>• To read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> </ul>	<ul style="list-style-type: none"> <li>• To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>

	<ul style="list-style-type: none"> <li>Children learn common exception words in LW phonics scheme/SpaG/ independent home readers and whole class reading</li> </ul>		
<b>Fluency</b>	<ul style="list-style-type: none"> <li>To show interest in illustrations and print in books and print in the environment.</li> <li>To recognise familiar words and signs such as own name and advertising logos.</li> <li>To look and handle books</li> <li>Independently (holds books the correct way up and turns pages).</li> <li>To ascribe meanings to marks that they see in different places.</li> <li>To begin to break the flow of speech into words.</li> <li>To begin to read words and simple sentences.</li> <li>To read and understand simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To re-read these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</li> </ul>
	<ul style="list-style-type: none"> <li>Children show an interest in print and illustrations in books, regularly looking at them talking about them, sharing them with adults and other children</li> <li>They are given opportunities to experience holding books the right way and turning the pages correctly, as well as being aware of the direction of the print</li> <li>Books are stored in an easily accessible way and be up to date, multicultural and include some classics such as traditional tales.</li> <li>Children have opportunities to recognise their own name and other familiar signs and logos</li> <li>In Reception, children take part in twice weekly group reading sessions to talk about</li> </ul>	<ul style="list-style-type: none"> <li>Children take part in twice weekly group reading sessions to build accuracy and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Children take part in twice weekly group reading sessions to read and discuss books at an appropriate phonic level</li> <li>Children who are no longer on the phonics programme choose a reading book at a level appropriate to their reading ability and take part in group guided reading sessions with an adult to develop fluency</li> </ul>

	wordless books and begin to read books with words later in the year		
<b><u>Comprehension:</u></b> <b>Understanding and correcting inaccuracies</b>	<ul style="list-style-type: none"> <li>To know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>To understand humour, e.g. nonsense rhymes, jokes.</li> </ul>	<ul style="list-style-type: none"> <li>To check that a text makes sense to them as they read and to self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>To check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>
	<ul style="list-style-type: none"> <li>Children listen to stories read by an adult on a daily basis both in class group and individually</li> <li>They discuss what is read, asking and answering questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>In twice weekly reading practice sessions, children are encouraged to self-correct and discuss the meaning of what they are reading, individually and as a group</li> </ul>	<ul style="list-style-type: none"> <li>In guided reading sessions, children are encouraged to self-correct and discuss the meaning of what they are reading, individually and as a group</li> <li>Reading comprehension is a key focus in these sessions and children are encouraged to discuss unknown vocabulary</li> </ul>
<b><u>Reading for Pleasure :</u></b> <b>Listening to and discussing texts</b> <b>Comparing, contrasting &amp; commenting</b>	<ul style="list-style-type: none"> <li>To listen to stories with increasing attention and recall.</li> <li>To anticipate key events and phrases in rhymes and stories.</li> <li>To begin to be aware of the way stories are structured.</li> <li>To describe main story settings, events and principal characters</li> <li>To follow a story without pictures or props.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>To link what they have read or have read to them to their own experiences.</li> <li>To retell familiar stories in increasing detail.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul>	<ul style="list-style-type: none"> <li>To join in with discussions about a text, taking turns and listening to what others say.</li> <li>To discuss the significance of titles and events.</li> <li>To recognise simple recurring literary language in stories and poetry.</li> <li>To ask and answer questions about a text</li> <li>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>	<p>understanding and expressing their views.</p> <ul style="list-style-type: none"> <li>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>To discuss the sequence of events in books and how items of information are related.</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Children listen to familiar stories, joining in with repeated phrases and are encouraged to predict key events</li> <li>Stories are often linked to current topics/children's interests</li> </ul>	<ul style="list-style-type: none"> <li>Children are regularly exposed to literature/poetry/ non-fiction texts related to the half-termly topics</li> <li>Features of non-fiction are identified and discussed</li> <li>Extracts from texts are used within English lessons and read in pairs so that questions can be asked/answered</li> </ul>	<ul style="list-style-type: none"> <li>Children are regularly exposed to literature/poetry/ non-fiction texts related to the half-termly topics</li> <li>Books by the same/similar authors are compared and contrasted</li> </ul>
<p><b><u>Developing Vocabulary:</u></b></p> <p><b>Words in Context and Authorial Choice</b></p>	<ul style="list-style-type: none"> <li>To build up vocabulary that reflects the breadth of their experiences.</li> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss word meaning and link new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To discuss their favourite words and phrases.</li> </ul>

	<ul style="list-style-type: none"> <li>Children are exposed to a wide range of vocabulary as they listen to stories and discuss meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>In daily reading and English lessons, children are encouraged to compare language used by a variety of authors and consider why this varies</li> </ul>	<ul style="list-style-type: none"> <li>In daily reading and English lessons, children are encouraged to compare language used by a variety of authors and consider their own preferences as they compose their own texts for writing</li> </ul>
<b>Inference and Prediction</b>	<ul style="list-style-type: none"> <li>To suggest how a story might end.</li> <li>To begin to understand 'why' and 'how' questions.</li> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to make simple inferences</li> <li>To predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences on the basis of what is being said and done.</li> <li>To predict what might happen on the basis of what has been read so far in a text.</li> </ul>
	<ul style="list-style-type: none"> <li>During the reading of texts by the teacher, children are asked questions as to why a character may behave in a certain way or what might happen next</li> </ul>	<ul style="list-style-type: none"> <li>During the reading of texts by the teacher, children are asked questions based on for example, the behaviour of a character</li> </ul>	<ul style="list-style-type: none"> <li>During the reading of texts by the teacher or in individual reading, children are asked questions based on for example, the behaviour of a character</li> </ul>
<b><u>Poetry and Performance</u></b>	<ul style="list-style-type: none"> <li>To listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>To join in with repeated refrains in rhymes and stories.</li> <li>To use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>To develop preference for forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>To recite simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>To play cooperatively as part of a group to develop and act out a narrative.</li> <li>To express themselves effectively, showing awareness of listeners' needs</li> </ul>		
	<ul style="list-style-type: none"> <li>Children are given opportunities to join in with rhymes and poems</li> <li>Children are taught actions and use of voice to perform expressively</li> </ul>	<ul style="list-style-type: none"> <li>Children are taught poetry according to particular topics eg 'Spring'</li> <li>Children use actions to help with expression in performing poems</li> <li>Children are encouraged to learn a poem of their choice and recite to the class</li> </ul>	<ul style="list-style-type: none"> <li>Children use actions to help with expression in performing poems</li> <li>Children are encouraged to learn a poem of their choice and recite to the class</li> </ul>
<b><u>Non-fiction</u></b> <b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>To know that information can be relayed in the form of print.</li> <li>To know that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that non-fiction books are often structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>To retrieve and record information from non-fiction texts using contents and glossary to locate it</li> </ul>
	<ul style="list-style-type: none"> <li>Children are exposed to a range of non-fiction texts which are discussed in groups or individually with an adult</li> <li>Children are shown information on the interactive whiteboard and this is discussed according to termly topics</li> </ul>	<ul style="list-style-type: none"> <li>Children explore topic-related non-fiction texts</li> <li>They identify features of texts such as headings, captions etc</li> </ul>	<ul style="list-style-type: none"> <li>Children use non-fiction texts to answer their questions</li> <li>They learn to use features such as contents to find information easily</li> </ul>

