

Breadsall CE Primary School Curriculum

Progression of knowledge and skills for:



Reading

Reading - EYFS			
Phonics and Decoding			
Three and Four-Year-Olds	Literacy		Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		• 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.
ELG	Literacy	Word Reading	• 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.
Common Exception Words			
Reception	Literacy		• Read a few common exception words matched to the school’s phonic programme.
Fluency			
Three and Four-Year-Olds	Literacy		Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		• 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.
ELG	Literacy	Reading	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Understanding and Correcting Inaccuracies			
Three and Four-	Communication and Language		• Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Year-Olds			• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• 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.
ELG	Literacy	Comprehension	• 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.
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World		• Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	• 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
		Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Word in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• 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 non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• 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.
Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
ELG	Communica- tion and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Anticipate (where appropriate) key events in stories.
Poetry and Performance			
Three and Four Year-Olds	Communication and Language		• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		• Engage in storytimes. • 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.
	Expressive Arts and Design		• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressiv e Arts and Design	Creating with Materials	• Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	• 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.
Non-Fiction			

Reception	Communication and Language		• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

English - Reading: Key Stage 1

GPC (Grapheme-phoneme correspondence)

	Decoding	Range of Reading	Familiarity with texts	Poetry and Performance	Word Meanings
Year 1	Apply phonic knowledge to decode words Speedily read all 40+ letters/ groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically-decodable texts	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Encouraged to link what they read or hear read to their own experiences	Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics Recognise and join in with predictable phrases	Learn to appreciate rhymes and poems, and to recite some by heart	Discuss word meanings, link new meanings to those already known
Year 2	Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending	Listen to, discuss and express 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	Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	Discuss and clarify the meanings of words, link new meanings to known vocabulary Discuss their favourite words and phrases

English - Reading: Key Stage 1

	Understanding	Inference	Prediction	Non-fiction	Discussing Reading
Year 1	Draw on what is already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correct inaccurate reading	Discuss the significance of the title and events Make inferences on the basis of what is being said and done	Predict what might happen on the basis of what has been read so far		Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them
Year 2	Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correct inaccurate reading	Make inferences on the basis of what is being said and done Answer and ask questions	Predict what might happen on the basis of what has been read so far	Introduce non-fiction books that are structured in different ways	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

English - Reading: Lower Key Stage 2

Decoding	Range of Reading		Familiarity with texts	Poetry and Performance		Word Meanings
Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	Use dictionaries to check the meaning of words that they have read		
Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading	
Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarising these	Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence	Predict what might happen from details stated and implied	Discuss words and phrases that capture the reader’s interest and imagination Identifying how language, structure, and presentation contribute to meaning	Retrieve and record information from non-fiction	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	

English - Reading: Upper Key Stage 2

Decoding	Range of Reading	Familiarity with texts	Poetry and Performance	Understanding
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Make comparisons within and across books	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identify and discuss themes and conventions in and across a wide range of writing	Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas
Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Predict what might happen from details stated and implied	Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction	Recommend books that they have read to their peers, giving reasons for their choice participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views