



Reading Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, our intention is to provide children with a high-quality English curriculum that will teach children to speak, read and write fluently so that they can communicate effectively. Our aim with our reading curriculum is that all children develop the knowledge, skills and tools to become independent readers and build a lifelong love of reading.

We believe that a high-quality English curriculum should develop a child's love of reading and ensure that by the end of Key Stage 1, all children will be confident, capable and enthusiastic readers who can apply their skills to access all areas of the curriculum, as well as nurturing their own enjoyment for these key skills.

By the end of Key Stage 1, our children will use a variety of reading skills from early synthetic phonics to decoding and skimming to enable them to access all other areas of learning. We actively encourage our children to read and experience a range of vocabulary and story language through our 'rich texts' English curriculum. We encourage children to read their work for enjoyment, to read it aloud to others which also provides audiences for writing.

At Westfields Infant School, our reading curriculum has been developed based on the area of learning of Literacy within [Statutory Framework for the Early Years Foundation Stage](#) and the [National Curriculum for English](#)

Early Learning Goals – Literacy

Comprehension ELG

- 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.

Word Reading ELG

- 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.

The National Curriculum for English – Years 1 and 2

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

		Reading Curriculum Progression		
		Reception	Year 1	Year 2
Word Reading		<ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities. • Show interest in illustrations and print in books and print in the environment. • Recognise familiar words and signs such as own name and advertising logos. • Look at and handle books independently (holds book the correct way up and turns pages). • Apply phonic knowledge and skills as the route to decode words. • Can continue a rhyming string. • Can hear and say the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Ascribe meanings to marks that they see in different places. • Begin to break the flow of speech into words. • Begin to read words and simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read and understand simple sentences. • Read some common irregular words. 	<ul style="list-style-type: none"> • 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading.
	Comprehension	<ul style="list-style-type: none"> • Listen to stories with increasing attention and recall. • Anticipate key events and phrases in rhymes and stories. • Show an initial awareness of the way stories are structured. • Describe main story settings, events and principal characters. • Enjoy an increasing range of books. • Follow a story without pictures or props. • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Demonstrate understanding when talking with others about what they have read. • Listen to and join in with stories and poems, one-to-one and also in small groups. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ✓ being encouraged to link what they read or hear read 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 ✓ learning to appreciate rhymes and poems, and to recite some by heart ✓ discussing word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ✓ 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

	<ul style="list-style-type: none"> • Join in with repeated refrains in rhymes and stories and anticipate key events and phrases in rhymes and stories. • Use intonation, rhythm and phrasing to make the meaning clear to others. • Play cooperatively as part of a group to develop and act out a narrative. • Express themselves effectively, showing awareness of listeners' needs. • Understand 'how' and 'why' questions about their experiences and in response to stories or events. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Suggest how the story might end. 	<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ✓ 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 ✓ discussing the significance of the title and events ✓ making inferences on the basis of what is being said and done ✓ predicting 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. 	<ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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. • 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. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
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