

WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW

Reading Progression				
	Nursery	Reception	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> - Hears and says the initial sounds in words - Begins to blend sounds in simple cvc words - Recognises familiar words and signs such as own name and advertising logos 	<ul style="list-style-type: none"> - Can segment the sounds in simple words and blend them together and know which sounds represent them - Use phonic knowledge to decode regular words and read them accurately 	<ul style="list-style-type: none"> - Apply phonic knowledge to decode words - Speedily read all 40+ letters/groups for 40+ phonemes - Read accurately by blending taught GPC - Read common sense exception words - Read common suffixes (-s, -es, -ing, -ed, etc) - Read multisyllable words containing taught GPC's - Read contractions and understanding of apostrophe - Read aloud phonically-decodable texts 	<ul style="list-style-type: none"> - 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 and accurately without overt sounding and blending
Range of Reading	<ul style="list-style-type: none"> - Shows an interest in illustrations and print in books and print in the environment. Looks at book independently 	<ul style="list-style-type: none"> - Begin to read simple sentences - Read some common irregular words 	<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 to their own experiences 	<ul style="list-style-type: none"> - Listening to, discussing and expressing views about a wider range of stories, fairy stories and traditional tales - Recognising simple recurring literary language in stories and poetry
Familiarity with texts			<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Recognising simple recurring literary language in stories and poetry
Poetry and Performance	<ul style="list-style-type: none"> - Enjoys rhyming and rhythmic activities - Show awareness of rhyme and alliteration 	<ul style="list-style-type: none"> - Continues a rhyming strings 	<ul style="list-style-type: none"> - Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings			<ul style="list-style-type: none"> - Discussing word meaning, linking new meanings to those already known 	<ul style="list-style-type: none"> - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases
Understanding	<ul style="list-style-type: none"> - Listens and joins in with stories and poems 	<ul style="list-style-type: none"> - Demonstrate understanding when talking with others about what they have read 	<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 	<ul style="list-style-type: none"> - Discussing the sequence of events in books and how items of information are related - 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
Inference			<ul style="list-style-type: none"> - Discussing the significance of the title and events - Making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> - Making inferences on the basis of what is being said and done - Answering and asking questions
Prediction	<ul style="list-style-type: none"> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 		<ul style="list-style-type: none"> - Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - Predicting what might happen on the basis of what has been read so far
Non-fiction		<ul style="list-style-type: none"> - Knows that information can be retrieved from a non-fiction book 		<ul style="list-style-type: none"> - Being introduced to non-fiction books that are structured in different ways
Discussing Reading	<ul style="list-style-type: none"> - Describes a story setting, event and principal character 	<ul style="list-style-type: none"> - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books 	<ul style="list-style-type: none"> - 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"> - 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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