English Curriculum

Reading

Autumn 1		
Year R: Learn to Read 'Grapheme-Phoneme Correspondence'	**Year 1: Learn to Read** 'Applying phonics knowledge to decode'	**Year 2: Learn to Read** 'Confidence and fluency with phonics (and other decoding strategies)'
Knowledge		
• Children need to know that written letters (graphemes) correspond to sounds (phonemes). • Children need to know that in addition to the 26 letters of the alphabet, there are also digraphs **(ck).** • Children need to know that individual sounds (phonemes) can be blended orally to form spoken words. • Children need to know that in the English language we sequence from left to right. • Children need to know that some words are tricky and identify the 'tricky' part of the word **(cannot be decoded using the GPCs learnt so far).**	• Children need to know that written letters (graphemes) correspond to sounds (phonemes) (revisiting from Year R). • Children need to know what digraphs (two letters one sound) and trigraphs (three letters one sound) are and what sounds they make **(Phase 2/3 - ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oo, oo, ar, or, ur, ow, oi, ear, air, er Phase 5 – ay, ou, oy, ea).** • Children need to know that some graphemes correspond to more than one phoneme **(grow the code).** • Children need to know that some phonemes can be represented by more than one grapheme **(grow the code).** • Children need to know alternative sounds for the GPCs that have been taught so far **(grow the code).** • Children need to know that phonemes can be blended to form spoken words (revisiting from Year R). • Children need to know what syllables are.	• Children need to know the phoneme that corresponds to every grapheme that they have learnt so far (revisiting from Year 1). • Children need to know that some graphemes correspond to more than one phoneme and that some phonemes can be represented by more than one grapheme (revisiting from Year 1) **(grow/complete the code).** • Children need to know alternative sounds for the GPCs that have been taught so far (revisiting from Year 1) **(grow/complete the code).** • Children need to know that phonemes can be blended to form spoken words (revisiting from Year 1). • Children need to know what fluent reading is; what it sounds like and how it helps to ensure we read for meaning (revisiting from Year 1). • Children need to know how to take notice of punctuation when reading and how this can affect meaning.
Using Knowledge as a Skill		
• Children will learn to pronounce the pure sounds. • Children will learn to respond with the correct sound for the GPCs that they have been taught **(s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l).** • Children will learn how to blend sounds (phonemes) to decode words.	• Children will practise responding speedily with the correct sound for the GPCs that they have been taught so far. • Children will practise accurate blending 'sound talk and blend' to decode words automatically. • Children will learn how to break some longer words down into syllables in order to decode them more easily. • Children will practise using their phonic knowledge and skills to read and re-read books, in order to begin to develop their accuracy and fluency.	• Children will practise responding speedily with the correct sound for the GPCs with increasing speed and. • Children will practise accurate blending to decode words automatically (revisiting from Year 1 but with increasing speed and more complex words). • Children will continue to practise breaking down longer words into syllables to read them more easily (including compound words and suffixes). • Children will practise using their phonetic knowledge and other strategies to read and re-read books, in order to develop their accuracy and fluency (revisiting from Year 1 but with increased fluency **(Phase 5 Set 5/F1 - 60wpm and accuracy of at least 90%).** • Children will practise reading unfamiliar words within a context to help them identify which sounds should be used. • Children will practise taking notice of punctuation when reading, to make meaning clear.
Autumn 2		
Year R: Love to Read 'Listening, responding and participating in discussions about stories, non-fiction and poetry'	**Year 1: Love to Read** 'Listening to, discussing, appreciating and retelling narratives'	**Year 2: Love to Read** 'Listening to, discussing, retelling and expressing views about a range of texts'
Knowledge		

• Children need to know what it means to listen and pay attention. • Children need knowledge of vocabulary and how different words can be used to say the same or a similar meaning.	• Children need knowledge of what narratives are. • Children need to know and become familiar with key stories, fairy stories and traditional tales. • Children need knowledge of characteristics of stories (e.g. settings, characters, plot, problem, resolution, moral, ending etc.). • Children need to know language commonly used when retelling (e.g. first, next, after that etc.). • Children need knowledge of what poetry is. • Children need knowledge of non-fiction texts. • Children need knowledge of characteristics of poetry (e.g. repetition, rhythm, rhyme, etc.). • Children need knowledge of characteristics of non-fiction (e.g. contents, glossary, labels etc.).	• Children need knowledge of what narratives are (revisiting from Year 1). • Children need knowledge of language used when retelling e.g. first, next, after that … etc. (revisiting from Year 1). • Children need to know what non-fiction books are and what their purpose is. • Children need to know how non-fiction books are structured and how they can be read. • Children need knowledge of what poetry is (revisiting from Year 1). • Children need knowledge of literary features and vocabulary and how these elements can be used for certain literary effects in stories and poetry. • Children need to know how to learn and recite poems. • Children need knowledge of what fluent reading is, what it sounds like and how it helps convey meaning (revisiting).
Using Knowledge as a Skill		
• Children will learn how to take turns. • Children will be exposed to a range of different stories. • Children will learn to articulate their likes and dislikes. • Children will be exposed to a range of predictable texts whereby they can join in with recognisable language and develop enthusiasm for listening to narratives, poetry etc. • Children will learn to respond with the correct sound for the GPCs that they have been taught **(ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk).**	• Children will begin to participate in discussions about what is read to them. • Children will learn how to express their views appropriately e.g. 'I think… because…'. • Children will learn how to listen and then build upon the ideas of others, taking turns appropriately. • Children will learn to sequence and retell narrative that they have listened to, in their own words and will learn to consider their particular characteristics. • Children will learn to link what they hear to their own experiences.	• Children will practise expressing their views appropriately. • Children will practise building upon the ideas of others. • Children will practise discussing and explaining their understanding of a range of material that they read and listen to. • Children will practise sequencing events and using their own words to retell narratives. • Children will learn to recognise simple recurring literary language in stories and poetry. • Children will practise discussing their preferences for words and phrases, and using strategies to find out what words mean, when needed. • Children will practise reciting poetry and practise speaking confidently.
Spring 1		
Year R: Read to Learn 'Understanding, clarifying and retelling narratives'	**Year 1: Read to Lean** 'Asking and answering questions and checking for sense when reading'	**Year 2: Read to Learn** 'Asking and answering questions (including inferences and predictions), and checking for sense when reading'
Knowledge		
• Children need to know a range of different stories. • Children need to know that sentences are written to provide meaning. • Children need to know what questions are and understand that we can ask questions in order to clarify our understanding e.g. if we are looking for a reason we ask a 'why' question, whereas a time will require a 'when' question etc. • Children need knowledge of sequencing. • Children need to know the components that make up a story (e.g. past and present). • Children need exposure to vocabulary that can be used when retelling narratives.	• Children need to know that reading should make sense. • Children need to know what questions are. • Children need to know a range of question words and the sort of answers that they need to give e.g. 'why' questions need a 'because'.	• Children need to know that reading should make sense (revisiting from Year 1). • Children need to know what inference is, why inference is needed in some texts and why the author may withhold information (revisiting from Year 1). • Children need to know a range of question words and the sort of answers that they need to give (revisiting from Year 1). • Children need knowledge of using what they know rather than guessing (revisiting from Year 1). • Children need to know what it means to make a logical prediction (revisiting from Year 1).
Using Knowledge as a Skill		

• Children will practise listening and responding to what they hear, with relevant comments and questions. • Children will practise sequencing and retelling narratives in their own words.	• Children will continue expressing their views appropriately e.g. 'I think… because…' so that they can draw on what they know or background information and vocabulary provided by the teacher. • Children will practise building upon the ideas of others. • Children will learn to identify whether or not they understand the sentence they have just read. • Children will learn how to use their knowledge of alternative GPCs to check for sense and correct inaccurate reading e.g. 'read' and 'read' will depend on the context **(grow the code).**	• Children will practise identifying whether or not they understand the sentence they have just read (revisiting from Year 1). • Children will use their knowledge of alternative GPCs to check for sense when reading **(grow/complete the code).** • Children will practise asking and answering questions and making inferences (revisiting from Year 1 but with more complex texts). • Children will practise making plausible predictions (revisiting from Year 1 but with more complex texts).
Spring 2		
Year R: Learn to Read 'Reading words and sentences using taught strategies and recognising tricky words'	**Year 1: Learn to Read** 'Suffixes, contractions and tricky words to develop confidence and fluency'	**Year 2: Learn to Read** 'Suffixes, tricky words and reading aloud with expression'
Knowledge		
• Children need to know that written letters correspond to sounds (phonemes) (revisiting). • Children need to know that in addition to the 26 letters of the alphabet, there are also digraphs **(ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, oa, oo, oo, ar, or, ur, ow, oi, er).** • Children need to know what a trigraph is (three letters that make one sound) **(igh, ear, air).** • Children need to know that sounds (phonemes) can be blended to form spoken words (revisiting). • Children need to know that some words are tricky and identify the 'tricky' part of the word **(cannot be decoded using the GPCs learnt so far).** • Children need an understanding of what letters, sounds, words and sentences are, so that they understand the purpose of sequencing words to form sentences; that give meaning.	• Children need to know alternative sounds for the GPCs taught so far **(revisiting and new sounds Phase 5).** • Children need to know that phonemes can be blended to form spoken words (revisiting from Autumn 1). • Children need to know that suffixes are added to the end of root words in order to change their meaning. • Children need to recognise common suffixes e.g. –s and –es to change nouns into plurals, -ing and –ed to change the tense of verbs and the comparative and superlative –er and –est. • Children need to know that not all words can be decoded phonetically **(until the code has been completed)** and recognise the tricky part (unusual correspondence between spelling and sound) in words. • Children need to know what contractions are. • Children need to recognise common contractions and understand that the apostrophe represents a letter or letters that have been omitted. • Children need to know what fluent reading is, what it sounds like and how it helps to ensure we read for meaning.	• Children need to know what suffixes are (revisiting from Year 1). • Children need to recognise common suffixes e.g. –ful, -less, -ment, -ness, -ly • Children need to know that not all words are decoded phonetically until the code has been completed. • Children need to know what makes each 'tricky word' tricky and identify the unusual correspondence between spelling and sound.
Using Knowledge as a Skill		
• Children practise pronouncing the pure sounds they have learnt so far **(see Little Wandle progression).** • Children practise responding with the correct sound (phoneme) for the GPCs that they have been taught so far **(revisiting but with newly learnt sounds and increased fluency).** • Children practise blending sounds (phonemes) to decode words **(revisiting but with more complex words containing newly learnt sounds).**	• Children will practise responding speedily with the correct GPCs that they have been taught so far **(grow the code) (revisiting but with newly learned sounds and increased speed).** • Children will practise accurately blending to decode words automatically. • Children will learn how to break some longer words down into syllables in order to decode them more easily. • Children will practise using their phonics knowledge and skills to read and re-read books, in order to develop their accuracy and fluency. • Children will learn to read words containing GPCs that they have been taught so far and the suffixes that they have learned. • Children will learn to read words with contracted forms (contractions).	• Children will learn how to read words containing GPCs that they have been taught so far and the suffixes –ful, -less, -ment, -ness and –ly. • Children will practise reading accurately and fluently, with increasing expression **(prosody)**, sounding out quickly and accurately where needed and recognising tricky words by sight. • Children will continue to practise reading with expression **(prosody).**
Summer 1		

Year R: Love to Read 'Inventing, adapting and recounting stories and performing songs, rhymes and poems'	Year 1: Love to Read 'Vocabulary' Phonics Screening Check Review – No New GPCs or Tricky Words)	Year 2: Love to Read 'Making links and connections'
Knowledge		
• Children need knowledge of vocabulary and how different words can be used to say the same or a similar meaning (revisting). • Children need to know what it means to use their imagination. • Children need to know what performing means and how this differs from practising. • Children need to know what rhyme is and why it is often used in poetry. • Children need to know what rhymes, poems and stories are and how they differ from one another.	• Children need to know that GPCs can be used to make phonetically plausible words that don't occur in the English language (made up pseudo words). • Children need to know how to use their phonics knowledge to read pseudo words (alien words). • Children need knowledge of what poetry is (revisiting from Autumn 2). • Children need knowledge of characteristics of poetry (e.g. repetition, rhyme, rhythm etc.) (revisiting from Autumn 2). • Children need to know what performing means and how this differs from practising (revisiting from Year R). • Children need to know what rhyme is, why it is often used in poetry and how to continue a rhyming strong (revisiting from Year R). • Children need to know how to recite some poems by heart. • Children need knowledge of what fluent reading is, what it sounds like and how it helps convey meaning. • Children need exposure to confident speaking. • Children need to know how to take notice of punctuation when reading and how this can effect meaning. • Children need to develop their knowledge of vocabulary.	• Children need to understand he differences between different types of texts.
Using Knowledge as a Skill		
• Children will learn how to articulate their likes and dislikes. • Children will be exposed to a range of predictable texts and will learn to join in with recognisable language, developing their enthusiasm for literature. • Children will learn how to continue a rhyming strong and practise this.	• Children will participate in discussions about what is read to them (revisiting from Autumn 2). • Children will continue to practise expressing their views appropriately e.g. 'I think …. because' (particularly when disagreeing with others, due to differing preferences) (revisiting from Autumn 2). • Children will continue to build upon the ideas of others, taking turns appropriately (revisiting from Autumn 2). • Children will practise linking what they read or hear to their own experiences (revisiting from Autumn 2). • Children will learn to discuss features of poetry including recognising and joining in with some predictable phrases. • Children will begin to learn some strategies for finding out the meaning of new vocabulary. • Children will begin to develop an awareness of author's choice and using certain vocabulary for effect.	• Children will learn to make comparisons between different types of texts.
Summer 2		
Year R: Read to Learn 'Anticipating key events in stories'	**Year 1: Read to Learn** 'Inference and Predictions'	**Year 2: Read to Learn** 'Inference and Predictions'
Knowledge		
• Children need to know a range of different stories (revisiting). • Children need knowledge of sequencing, and how stories typically progress (e.g. problem, resolution, end, etc.). • Children need to know what it means to anticipate or predict.	• Children need to know what inference is. • Children need to understand why inference is used in some texts and why the author may withhold information. • Children need knowledge of using what they know rather than guessing. • Children need to know what it means to make a logical prediction.	• Children need to know what inference is (revisiting). • Children need to understand why inference is needed in some texts and why the author may withhold information (revisiting). • Children kneed knowledge of using what they know rather than guessing (revisiting).

		• Children need to know what it means to make a logical prediction (revisiting). • Children need knowledge of a range of texts to make links between the book they are reading and others they have read.
Using Knowledge as a Skill		
• Children will be exposed to a range of predictable texts and will learn to join in with recognisable language, developing their enthusiasm for literature. • Children will learn to make reasonable predictions based on known information.	• Children will practise using what they already know to answer questions and make inferences. • Children will learn to use picture clues to answer questions and make inferences. • Children will learn to make plausible predictions on the basis of what has been read so far. • Children will learn to discuss the significance of the title and events within the story. • **Children will know the GPCs for all Phase 5 sounds.**	• Children will practise using what they know, making inferences and predictions (revisiting).
** Text in orange links to Little Wandle Reading Progression and when children are introduced to new knowledge – See full Little Wandle Progression Document.		