

**Nyewood CE Infant School**  
**Reading Progression in Knowledge and Skills**

**Curriculum Intent**

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

**Reading Intent**

At Nyewood CE Infant School every child is a reader. Children will become confident readers who are inspired with a love of reading; knowing how it supports them in accessing all experiences in God's world.

**EYFS**

<b>Knowledge and Skills Area</b>	<b>Emerging Towards Expectations</b>	<b>Working At Expectations</b>	<b>Exceeding Expectations</b>
	<b>Autumn Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<p><b>Children know...</b>            What 'good listening' looks like.</p> <p>What 'good sitting' looks like.</p> <p>What 'concentrating' means and looks like.</p> <p><b>Children can...</b>            Demonstrate two-channelled attention – can listen and do for short a span of time.</p> <p>Maintain attention, concentrate and sit quietly during appropriate activity.</p>	<p><b>Children know...</b>            What 'responding' means and looks like.</p> <p>What a 'joke' is and what is considered funny.</p> <p>How to ask others to join in an activity with them.</p> <p>How to take turns.</p> <p><b>Children can...</b>            Respond to instructions involving a two-part sequence.</p> <p>Understand humour and nonsense rhymes/jokes.</p> <p>Listen attentively in a range of situations.</p> <p>Introduce a storyline or narrative into their play.</p>	<p><b>Children know...</b>            What a 'question' is.</p> <p>When it is appropriate to respond/ask questions during a story.</p> <p>How to negotiate roles with others and share.</p> <p><b>Children can...</b>            Maintain attention and participate actively in a directed task or learning activity.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p>

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<p><b>Comprehension</b></p>	<p><b>Children know...</b> Where to find the 'title' on a front cover.</p> <p><b>Children can...</b> Talk about where to find the title of a book.</p>	<p><b>Children know...</b> Where we find a 'title' and what it means.</p> <p>That a series of events happen in a story and that stories have a beginning, middle and end.</p> <p><b>Children can...</b> Talk about the title and events in a text.</p>	<p><b>Children know...</b> Where we find a 'title' and what it means.</p> <p>That a series of events happen in a story and that stories have a beginning, middle and end.</p> <p>What the word 'because' means.</p> <p><b>Children can...</b> Talk about events in a text in a more detailed way, using phrases such as 'I know that because'.</p>
<p><b>Word reading</b></p>	<p><b>Children know...</b> All/most GPCs taught so far.</p> <p>What a 'word' is.</p> <p>What a 'phoneme/sound' is.</p> <p><b>Children can...</b> Hear and say the initial sounds in words, sometimes with support.</p>	<p><b>Children know...</b> What it means to 'blend' phonemes to make a word.</p> <p>What a 'sentence' is.</p> <p>How to distinguish between a letter, a word and a sentence.</p> <p>That we read from left to right.</p> <p>What a 'tricky' word is and that we do not sound these words out.</p> <p><b>Children can...</b> Hear and say the initial sounds in words and blend them together.</p> <p>Begin to read words and simple sentences.</p>	<p><b>Children know...</b> That we pause briefly at a full stop.</p> <p><b>Children can...</b> Blend words confidently and clearly to make a sentence.</p>

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		Read some common irregular words (tricky words).	
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	<b>Spring Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<p><b>Children know...</b>            What an 'author' does and that they write a variety of books.</p> <p>That when we are reading, we change our voice to make it more interesting.</p> <p><b>Children can...</b>            Begin to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Listen and respond appropriately to adults and their peers.</p>	<p><b>Children know...</b>            What a 'discussion' is and how to share in back and forth conversations.</p> <p>What 'vocabulary' is and why it is important to learn new words.</p> <p>It is important to use phrases from books they have read in their play and are encouraged to do this.</p> <p><b>Children can</b>            Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Continue to further build their vocabulary from what they hear and read.</p>	<p><b>Children know...</b>            How to respond to other's ideas and opinions in a polite way.</p> <p>What an 'instruction' is and why we need to follow these to support our learning.</p> <p><b>Children can...</b>            Express themselves effectively, showing awareness of listeners' needs.</p> <p>Follow instructions involving several ideas or actions.</p>

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		Use vocabulary and forms of speech that are influenced by their experience of books.	
<b>Comprehension</b>	<p><b>Children know...</b> That there is a huge variety of books available for us to read and share.</p> <p><b>Children can...</b> Enjoy an increasing range of books with support and encouragement from an adult.</p>	<p><b>Children know...</b> That there is a huge variety of books available for us to read and share.</p> <p>That we can group stories into different categories – fairytales, fiction, non-fiction, poetry, etc.</p> <p>It is important to talk about what they have read and to share their opinions about a book with others.</p> <p><b>Children can...</b> Enjoy an increasing range of books</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them.</p> <p>Talk about what they have read or what is read to them.</p>	<p><b>Children know...</b> What it means to ‘predict’ and are given opportunities to do this.</p> <p><b>Children can...</b> Predict what might happen on the basis of the title and pictures.</p>
<b>Word reading</b>	<p><b>Children know...</b> That they should not be trying to blend tricky words and these should be read automatically.</p> <p><b>Children can...</b> Read some common exception words (tricky words) learnt.</p>	<p><b>Children know...</b> That sentences follow on from each other and we need to pause at full stops before moving on to the next.</p> <p>That they should not be trying to blend tricky words and these should be read automatically.</p> <p><b>Children can...</b> Read and understand simple sentences.</p>	<p><b>Children know...</b> That sentences follow on from each other to create a story.</p> <p>That they should not be trying to blend tricky words and these should be read automatically.</p> <p><b>Children can...</b> Read and understand sentences.</p>

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		Read common exception words (tricky words) learnt.	Read common exception words (tricky words) learnt confidently and on sight.
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
	<b>Summer Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<p><b>Children know...</b> How to answer a question.</p> <p><b>Children can...</b> Answer some simple questions about books with some support from an adult.</p>	<p><b>Children know...</b> How important it is to talk and why we talk about books and stories.</p> <p>What a 'theme' is, with regards to books and reading.</p> <p>The difference between past, present and future forms and examples of these.</p> <p>What 'why' and 'how' questions are and are given examples of how to answer these in response to stories.</p> <p><b>Children can...</b> Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Link statements and stick to a main theme or intention.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>Children know...</b> What a 'narrative' is.</p> <p>What an 'explanation' is.</p> <p>How to continue an activity whilst acknowledging others around them (modelling from adults will be needed).</p> <p><b>Children can...</b> Develop their own narratives and explanations by connecting ideas or events.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p>

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		<p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	
<p><b>Comprehension</b></p>	<p><b>Children know...</b>          That an information book is different from a fiction book and what makes them different.</p> <p><b>Children can...</b>          Know that information can be retrieved from books.</p>	<p><b>Children know...</b>          What a computer is and what information can come from one in different forms.</p> <p>What a 'poem' is.</p> <p>What 'non-fiction' books are and why they are different to fiction.</p> <p>What an 'experience' is and that it is important to talk about our experiences and link them to stories we have read.</p> <p>What 'predicting' means and how we do this using the title or pictures.</p> <p><b>Children can...</b>          Know that information can be retrieved from books and computers.</p> <p>Listen to a range of poems, stories and non-fiction.</p> <p>Link what they have read or hear to their own experiences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	

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		Predict what might happen on the basis of the title and pictures.	
<b>Word Reading</b>	<p><b>Children know...</b>            What it means to 'blend' phonemes to make a word.</p> <p>What a 'sentence' is.</p> <p>How to distinguish between a letter, a word and a sentence.</p> <p>That we read from left to right.</p> <p>What a 'tricky' word is and that we do not sound these words out.</p> <p><b>Children can...</b>            Read and understand a simple sentence.</p>	<p><b>Children know...</b>            It is important to read with pace to keep the reader engaged.</p> <p><b>Children can...</b>            Respond speedily with the correct sounds to graphemes for those sounds they have learnt.</p>	<p><b>Children know...</b>            Why it is important to read with pace to keep the reader engaged.</p> <p><b>Children can...</b>            Respond speedily with the correct sounds to graphemes for those sounds they have learnt, maintaining pace and fluency.</p>
<b>Key Vocabulary</b>	Book, story, character, title, blurb, author, illustrator, phoneme, grapheme, digraph, blending, segmenting, vocabulary, information, events, rhyming, word, sentence, common exception word (tricky word), phonics, listen, respond.		
<b>Year One</b>			
<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
	<b>Autumn Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<p><b>Children know...</b></p>	<p><b>Children know...</b>            What 'anticipating' means and looks like.</p>	<p><b>Children know...</b></p>

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	<p>What it means to 'listen' and the attributes of a good listener.</p> <p>How to show they are giving their attention in an appropriate way.</p> <p><b>Children can...</b> Listen attentively in a range of situations.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>How to respond in a sensible way to stories and what this looks like in practise.</p> <p>What 'instructions' are.</p> <p><b>Children can...</b> Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Use vocabulary and forms of speech that are influenced by their experience of books.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Express themselves effectively, showing awareness of listener's needs.</p>	<p>How to respond in a sensible way to stories and what this looks like in practise.</p> <p><b>Children can...</b> Use vocabulary and forms of speech that are influenced by their increasing experience of a variety of books.</p> <p>Express themselves effectively, confidently and consistently, showing awareness of listener's needs.</p>
<p><b>Comprehension</b></p>	<p><b>Children know...</b> What 'predictable phrases' are and when it is appropriate to join in during a story.</p> <p><b>Children can...</b> Demonstrate some understanding when talking with others about what they have read.</p> <p>Begin to link what they read or hear to their own experience.</p> <p>Recognise and join in with predictable phrases.</p> <p>Predict what might happen on the basis of the title and pictures.</p>	<p><b>Children know...</b> What 'inference' is and how we apply this to our reading comprehension.</p> <p><b>Children can...</b> Become even more familiar with key stories, fairy stories and traditional tales, retelling them.</p> <p>Talk about the title and events in a text with increasing confidence</p> <p>Discuss the significance of the title and events in a text.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p><b>Children know...</b> What 'sequence of events' means in a book.</p> <p><b>Children can...</b> Discuss the sequence of events in books.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Answer and ask questions.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p>

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		Participate in discussion about what is read to them, taking turns and listening to what others say.	
<b>Word Reading</b>	<p><b>Children know...</b> What 'decode' means.</p> <p>What a 'common irregular word' is.</p> <p><b>Children can...</b> Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p>	<p><b>Children know...</b> How they can independently decode unknown words using their phonics.</p> <p>The alternative sounds for all graphemes taught so far.</p> <p><b>Children can...</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sounds to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p><b>Children know...</b> What 'automatic decoding' is and what 'fluent reading' looks like.</p> <p><b>Children can...</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read further common exception words.</p>
<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
	<b>Spring Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<p><b>Children know...</b> How to respond in a sensible way to stories and what this looks like in practise.</p>	<p><b>Children know...</b> What it means to 'participate actively' and examples of how we do this.</p>	

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	<p><b>Children can...</b>  Listen and respond appropriately to adults and their peers.</p> <p>Deveop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Children can...</b>  Build their vocabulary from what they hear and read.</p> <p>Maintain attention and participate actively.</p>	
<b>Comprehension</b>	<p><b>Children know...</b>  What does and does not make sense.</p> <p><b>Children can...</b>  Notice when something is read to them and it doesn't make sense.</p>	<p><b>Children know...</b>  What does and does not make sense.</p> <p>Why it is important to check what they are reading makes sense.</p> <p><b>Children can...</b>  Check the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Understand what they read by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their undersanding of what is read to them.</p>	<p><b>Children know...</b>  They will be given opportunities to talk about books, words and phrases.</p> <p><b>Children can...</b>  Discuss and clarify the meanings of words.</p> <p>Discuss their favourite words and phrases.</p> <p>Understand books, drawing on what they already know or on background information and vocabulary provided by the teacher.</p>
<b>Word Reading</b>	<p><b>Children know...</b>  How to apply their phonics to skills to their reading, becoming more and more independent.</p> <p><b>Children can...</b>  Use their phonics to read and understand simple sentences (often with support).</p>	<p><b>Children know...</b>  That words can have a variety of different endings and what the more common word endings are.</p> <p>What a 'syllable' is.</p> <p>What a 'contraction' is.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b>  They do not have to sound out words they already know and should be reading these by sight.</p> <p><b>Children can...</b>  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>

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	Respond speedily with the correct sound to graphemes (letters or groups of letters) for those sounds they have learnt.  Read common exception words learnt.	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 omitted letter(s). Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	
<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
	<b>Summer Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<b>Children know...</b> What an appropriate answer is to a question.  <b>Children can...</b> Give answers, often with support from adults.	<b>Children know...</b> What an 'opinion' is and how to give one.  <b>Children can...</b> Give answers and opinions.  Maintain attention and participate actively in conversations.	<b>Children know...</b> What speaking audibly and fluently looks like in practise.  <b>Children can...</b> Use spoken language to develop understanding through imagining and exploring ideas.  Increasingly speak audibly and fluently.  Participate in discussions.

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<p><b>Comprehension</b></p>	<p><b>Children know...</b> It is important to be able to talk about different types of texts, not just stories.</p> <p><b>Children can...</b> Talk about what they have read or what is read to them.</p> <p>Listen to a range of poems, stories and non-fiction.</p>	<p><b>Children know...</b> How to learn rhymes and poems by heart and how we can retain information to recite.</p> <p><b>Children can...</b> Listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>Appreciate rhymes and poems and learn to recite some by heart.</p>	<p><b>Children know...</b> That their opinions and views are valued.</p> <p>That often people have different opinions and views and that is ok.</p> <p><b>Children can...</b> Listen to, discuss and express views about poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussion about books, poems and their works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>
<p><b>Word Reading</b></p>	<p><b>Children know...</b> We pause at the end of a sentence when we see a full stop, before we begin another sentence.</p> <p><b>Children can...</b> Read and understand simple sentences at a stage appropriate for them.</p>	<p><b>Children know...</b> Why we should be reading books a number of times, to gain fluency.</p> <p><b>Children can...</b> Re-read books to build up their fluency and confidence in word reading.</p>	<p><b>Children know...</b> Why we should be reading books a number of times, to gain fluency.</p> <p><b>Children can...</b> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>
<p><b>Key Vocabulary</b></p>	<p>Story, poem, non-fiction, fiction, understand, explain, fluency, appreciate, retain, recite, opinions, audibly, discuss, check, participate, develop, decode, common exception words, maintain, alternative.</p>		
<b>Year 2</b>			
<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
<b>Autumn Term</b>			

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<b>Contextual Outcomes:</b>			
<b>Speaking and Listening</b>	<p><b>Children know...</b> How to give answers and opinions to questions or discussions.</p> <p><b>Children can...</b> Use relevant strategies to build their vocabulary.</p> <p>Give answers and opinions.</p> <p>Maintain attention and participate actively in conversations.</p>	<p><b>Children know...</b> Why it is important to explain answers and opinions.</p> <p>What a 'performance' is.</p> <p>What a 'presentation' is.</p> <p><b>Children can...</b> Ask relevant questions to extend their understanding and knowledge.</p> <p>Continue to use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Give and explain answers and opinions.</p> <p>Participate in discussions, presentations and performances.</p>	<p><b>Children know...</b> What it means to 'gain and maintain the interest of the listener'.</p> <p><b>Children can...</b> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Gain and maintain the interest of the listener(s).</p>
<b>Comprehension</b>	<p><b>Children know...</b> What a sequence is.</p> <p>The difference between fairytales, traditional tales, non-fiction and fiction.</p> <p><b>Children can...</b> Discuss the sequence of events in books.</p>	<p><b>Children know...</b> Some non-fiction books can be structured in different ways.</p> <p><b>Children can...</b> Understand books, drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Children know...</b> Why it is important to ask questions when we are reading to improve our understanding.</p> <p>Why we need to justify our inferences.</p> <p><b>Children can...</b> Ask questions to improve their understanding of a text.</p>

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	<p>Predict what might happen on the basis of the title and pictures.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Explore non-fiction books and talk about the information they provide.</p> <p>Check that the text makes sense to them as they read.</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Continue to check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Explore non-fiction books that are structured in different ways.</p>	<p>Draw inference such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Retrieve and record information from non-fiction books.</p>
<p><b>Word Reading</b></p>	<p><b>Children know...</b> Why it is important to read with pace.</p> <p><b>Children can...</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sounds to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words learnt so far.</p>	<p><b>Children know...</b> What a 'suffix' is.</p> <p><b>Children can...</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p>	<p><b>Children know...</b> That there are some common suffixes that we come across more regularly than others.</p> <p><b>Children can...</b> Read confidently and accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes, words with more than one syllable and common suffixes.</p>

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Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	<b>Spring Term</b>		
	<b>Contextual Outcomes:</b>		
<b>Speaking and Listening</b>	<p><b>Children know...</b> That it is important to speak clearly and fluently.</p> <p>How to participate in discussions and why it is important.</p> <p><b>Children can...</b> Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Increasingly speak audibly and fluently.</p> <p>Participate in discussions.</p>	<p><b>Children know...</b> Why it is important to speak clearly and fluently.</p> <p><b>Children can...</b> Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently.</p>	<p><b>Children know...</b> What a 'description' is and what makes it 'well-structured'.</p> <p>What an 'explanation' is.</p> <p><b>Children can...</b> Give well-structured descriptions and explanations for different purposes, including for expressing feelings.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>
<b>Comprehension</b>	<p><b>Children know...</b> When literacy language is recurring in stories and poetry.</p> <p><b>Children can...</b> Understand books, drawing on what they already know or on vocabulary provided by the teacher.</p> <p>Recognise simple recurring literacy language in stories and poetry.</p> <p>Begin to ask and answer simple questions.</p>	<p><b>Children know...</b> When it is appropriate to answer and ask questions and when it is not.</p> <p><b>Children can...</b> Answer and ask questions.</p>	<p><b>Children know...</b> What a 'dictionary' is and how we use them.</p> <p>That we read for a variety of purposes.</p> <p><b>Children can...</b> Use dictionaries to check the meaning of words that they have read.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p>

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<p><b>Word Reading</b></p>	<p><b>Children know...</b>  That words can have a variety of different endings and what the more common word endings are.</p> <p>What a 'syllable' is.</p> <p>What a 'contraction' is.</p> <p><b>Children can...</b>  Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents omitted letter(s).</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work our words.</p>	<p><b>Children know...</b>  What 'reading automatically, without undue hesitation' looks like.</p> <p><b>Children can...</b>  Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p><b>Children know...</b>  What a 'root word' is.</p> <p>What 'prefixes and suffixes' are.</p> <p>They should be noticing the unusual correspondence between spelling and sound.</p> <p><b>Children can...</b>  Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listen in – see English appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in words.</p>
<p><b>Knowledge and Skills Area</b></p>	<p><b>Working Towards the Expected Standard</b></p>	<p><b>Working At the Expected Standard</b></p>	<p><b>Working at Greater Depth within the Expected Standard</b></p>
	<p><b>Summer Term</b></p>		
	<p><b>Contextual Outcomes:</b></p>		

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<p><b>Speaking and Listening</b></p>	<p><b>Children know...</b> Why it is important to speak clearly and fluently.</p> <p><b>Children can...</b> Speak audibly and fluently.</p>	<p><b>Children know...</b> What 'Standard English' is/means.</p> <p><b>Children can...</b> Speak audibly and fluently with an increasing command of Standard English.</p>	
<p><b>Comprehension</b></p>	<p><b>Children know...</b> What it means to discuss and clarify the meanings of words.</p> <p>They can talk about their favourite words and phrases from books they have read/had read to them.</p> <p><b>Children can...</b> Listen to, and talk about, a growing range of text types, including poetry, stories and non-fiction.</p> <p>Participate in discussions about books, poems and other works that are read to them.</p> <p>Discuss and clarify the meanings of words.</p> <p>Discuss their favourite words and phrases.</p>	<p><b>Children know...</b> What their favourite words and phrases are from books and why.</p> <p>How to practise until they are able to learn something by heart.</p> <p><b>Children can...</b> Participate in discussion about books, poems and other words that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond what at which they can read independently.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favorite words and phrases.</p> <p>Continue to build up a repertoire of poems</p>	<p><b>Children know...</b> What a 'play script' is and how to prepare one.</p> <p>How to read a play script aloud to hold the reader's attention.</p> <p>What their favourite words and phrases are from books and why.</p> <p><b>Children can...</b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>

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		learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	
<b>Word Reading</b>	<p><b>Children know...</b> Why it is important to re-read books.</p> <p><b>Children can...</b> Re-read books matched to their growing ability, to build up their fluency and confidence in word reading.</p>	<p><b>Children know...</b> Why it is important to re-read books.</p> <p><b>Children can...</b> Re-read books matched to their growing ability, to build up their fluency and confidence in word reading.</p>	<p><b>Children know...</b> Why it is important to re-read books.</p> <p><b>Children can...</b> Re-read books matched to their growing ability, to build up their fluency and confidence in word reading.</p>
<b>Key Vocabulary</b>	Story, poem, non-fiction, fiction, play, script, re-read, fluency, appreciate, discuss, repertoire, clarify, express, participate, interest, imagination, recite, rehearse, root words, prefix, suffix, syllable, inferences, predicting, performance, presentation.		