



Every Child Every Chance Every Day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success.

READING SKILLS PROGRESSION







EYFS

In EYFS, children at the expected level of development will achieve the following Early Learning Goals:

Literacy

ELG: 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.

ELG: 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

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Autumn	<u>Spring</u>	Summer
Children will learn Set 1 RWI sounds: m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, I, h, r, j, v, y, w, z, x	Children will begin to learn about Set 1 RWI special friends (digraphs): th, sh, ch, ck, nk, ng, qu and read words containing the sounds.	Children will know Set 1 and Set 2 sounds (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) by the end of EYFS.
Children will learn to read VC (vowel, consonant) and CVC (consonant, vowel, consonant) words using Set 1 sounds. E.g. in, at, as, cat, pin, dog etc.	Children will learn to read CCVC and CVCC words. E.g. plan, spot, step, help, left, dust. Children will learn to read words including the digraphs listed above: E.g. shop, chop, sing etc	Children will read words using the Set 1 and Set 2 sounds. E.g. play, blow, shook, bird etc.

Reading Reading	EYFS	K	S1		KS2			
g – Word g	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Phonics and decoding	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. 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.	Children to revise and consolidate GPCs taught in Reception. Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. To read words containing taught GPCs and -s, -es, - ing, -ed, -er, -est endings.	Children to revise and consolidate GPCs taught in Year 1. To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain the same graphemes as above.	To read books written at an age-appropriate interest level and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. To use their phonic knowledge to decode most new words outside of their spoken vocabulary (support with longer, unfamiliar words). To apply their growing knowledge of root words (etymology and morphology) and prefixes including: dis-, mis-, re- etc. to read aloud and to understand the meaning of new words they meet.	To read books accurately and at a speed sufficient for them to focus on understanding what they read rather than on decoding individual words. To apply their growing knowledge of root words (etymology and morphology) and prefixes including: un-, in-, il-, im-, ir-, sub-, inter-, anti-, auto-, super- to read aloud and to understand the meaning of new words they meet.	Pupils should be able to read aloud a wider range of poetry and books written at an age- appropriate interest level with accuracy and at a reasonable speaking pace. Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. To 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 they meet. Prefixes: kn-	Pupils should be able to read aloud fluently with full knowledge of Year 5 and 6 exception words, prefixes, suffixes and decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues. To 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 they meet. Prefixes: over-, dis-, un-, over-, im-, acc- Suffixes: -ful, -ably, -ible, -tial, -ibly, -ent, -ence, -er, -or, -ar	

	Children will read a few common exception words matched to the school's phonic programme: Read, Write, Inc. E.g. the, I, he, she, we, love. To read some common	Revise and consolidate the common exception words taught in Reception. To read common exception words, noting unusual	Revise and consolidate the common exception words taught in Year 1. To read Year 1 and Year 2 common exception words,	Revise and consolidate the common exception words taught in Year 1 and 2. To begin to read Year 3 and 4 common exception words. (please see highlighted	Revise and consolidate the common exception words taught in Year 1 and 2. To read Year 3 and 4 common exception words. Discuss unusual	Revise and consolidate the common exception words taught in Year 3 and 4. To begin to read Year 5 and 6 common exception words. (please see highlighted list - Spelling Skills Progression Document- for which year	Revise and consolidate the common exception words taught in Year 3, 4 and 5. To read Year 5 and 6 common exception words. Discuss unusual correspondences between spellings and sound
Common Exception Words	irregular words.	correspondence between spelling and sound and where these occur in the word.	noting unusual correspondences between spelling and sound and where these occur in the word.	list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).	correspondences between spellings and sounds and where they occur within the word. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).	group children learn the spelling of these words).	and where these occur in the word. ((please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).
	n using: The National Cu	ırriculum, EYFS Stat	utory Framework,	and Twinkl, Deep Dive ir	nto Reading: Whole-Sc	hool Progression Map.	

	To understand the five	Read aloud	Read aloud books	At this stage, teaching co	•	ng precedence over teaching wo	- · ·
	key concepts about print:	accurately books	closely matched to			port the development of vocabul	
	- Print has meaning	that are consistent	their improving	To read books written at	To read books	Pupils should be able to read	Pupils should be able to
	-The names of different	with their	phonic knowledge,	an age-appropriate	accurately and at a	aloud a wider range of poetry	confidently read aloud a wider
	parts of a book	developing phonic	sounding out	interest level and at a	speed sufficient for	and books written at an age-	range of poetry and books
	-Print can have different	knowledge and that	unfamiliar words	speed that is sufficient for	them to focus on	appropriate interest level	written at an age-appropriate
	purposes	do not require them	accurately	them to focus on	understanding what	with accuracy and at a	interest level effortlessly, and
	-Page sequencing	to use other	automatically and	understanding what they	they read rather than	reasonable speaking pace.	with accuracy and at a
	-We read English text	strategies to work	without undue	read rather than on	on decoding individual		reasonable speaking pace.
	from left to right and	out words. In Year	hesitation.	decoding individual	words.	Prepare readings, with	
	from top to bottom.	1, at Weddington,		words.		developing intonation to	Prepare readings, with
		this will be by	To re-read these		Developing	show their understanding.	appropriate intonation to show
	To blend sounds into	progressing through	books to build up	Developing	understanding and		their understanding
	words, so that they can	the stages of RWI	their fluency and	understanding and	enjoyment of stories,	To read silently.	
	read short words made	colour bands and	confidence in word	enjoyment of stories,	plays and non-fiction		To read silently.
	up of letter-sound	then the Oxford	reading. At	plays and non-fiction and	and learning to read	Children should be reading	
	correspondences.	home reader books,	Weddington, this	learning to read silently.	silently.	widely and frequently,	Children should be reading
Ë		if/when	will be by			outside as well as in school,	widely and frequently, outside
Fluency	To read simple phrases	appropriate.	progressing through	To begin to use	To begin to use	for pleasure and information.	as well as in school, for pleasure
Ŋ	and sentences made up		the stages of the	appropriate intonation	appropriate intonation,		and information.
ج ۲	of words with known	Re-read these	Oxford home	and volume when reading	tone volume and action	To hear whole books read to	
	letter-sound	books to build up	reader books.	aloud.	(if appropriate) when	them so that they meet	To hear whole books read to
	correspondences and,	their fluency and			reading aloud to show	books and authors that they	them so that they meet books
	where necessary, a few	confidence in word	To read most words	To have the opportunity	awareness of the	might not choose to read	and authors that they might not
	exception words.	reading.	quickly and	to listen frequently to	audience.	themselves and that they can	choose to read themselves and
			accurately, without	stories, poems, non-		hear pace and fluency	that they can hear pace and
	Re-read books to build up	To read aloud with	overt sounding and	fiction and other writing,	To have the	modelled to them.	fluency modelled to them.
	their confidence in word	developing pace	blending, when	including whole books so	opportunity to listen		
	reading, their fluency and	and expression, e.g.	they have been	that they build on what	frequently to stories,		
	their understanding and	to pause at a full	frequently	was taught previously	poems, non-fiction and		
	enjoyment.	stop or begin to	encountered. E.g.	and can develop fluency	other writing, including		
		raise voice for a	reading over 90	and pace.	whole books so that		
	Read aloud simple	question.	words per minute		they build on what was		
	sentences and books that		at age-appropriate		taught previously and		
	are consistent with their		texts.		can develop fluency		
	phonic knowledge,				and pace.		
	including some common						
	exception words.						

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	Enjoy listening to	Understand both the	Understand both the				
	longer stories and	books they can	books they can				
	can remember most	already read	already read				
	of what happens.	accurately and	accurately and				
		fluently and those	fluently and those				
	Understand 'why'	they listen to by:	they listen to by:				
	questions, like: 'Why						
	do you think the	- checking that the	-checking that the				
C	caterpillar got so fat?'	text makes sense to	text makes sense to				
'n		them as they read	them as they read				
d	Be able to express a	and correct	and correct				
er	point of view and	inaccurate reading.	inaccurate reading.				
st	debate when they						
ar	disagree with an	Explain clearly their	Understand both the				
Ы	adult or friend, using	understanding of	books they can				
Understanding	words as well as	what is read to them.	already read				
90	actions.		accurately and				
a			fluently and those				
and	Listen to and talk		they listen to by:				
$\overline{\mathbf{O}}$	about stories to build						
õ	familiarity and		-answering and				
rre	understanding.		asking questions.				
Correcting Inaccuracies	Listen to and talk		Explain and discuss				
n.	about selected non-		their understanding				
09	fiction to develop a		of books, poems and				
Ŋ	deep familiarity with		other material, both				
ac	new knowledge and		those that they listen				
5	vocabulary.		to and those that				
T			they read for				
JC	Demonstrate		themselves.				
ē	understanding of						
S	what has been read						
	to them by retelling						
	stories and narratives						
	using their own						
	words and recently						
	introduced						
	vocabulary.						
	using: The National	Curriculum, EYFS Sta	tutory Framework, a	nd Twinkl, Deep Dive in	to Reading: Whole-Sch	ool Progression Map.	

	Be able to express a	To listen to and	Develop pleasure in	Develop positive	Develop positive	Maintain positive attitudes to	Maintain positive attitudes to
	point of view and	discuss a wide range	reading, motivation	attitudes to reading and	attitudes to reading and	reading and understanding of	reading and understanding of
	debate when they	of poems, stories and	to read, vocabulary	understanding of what	understanding of what	what they read by:	what they read by:
	disagree with an	non-fiction at a level	and understanding	they read by:	they read by:		
	adult or a friend,	beyond that at which	by:			- continuing to read and discuss	- continuing to read and discuss
	using words as well	they can read	- 1	Recognising, listening to	Recognising, listening to	an increasingly wide range of	an increasingly wide range of
	as actions.	independently.	- listening to,	and discussing, in both	discussing and	fiction, poetry, plays, non-	fiction, poetry, plays, non-fiction
	as actions.		discussing and	books that are read to	comparing, in both	fiction and reference books or	and reference books or
C	Compare and	With encouragement,	expressing views	them and that they read	books that are read to	textbooks.	textbooks.
Comparing,	contrast characters	link what they have	about a wide range of	to themselves, a wide	them and that they read		
n	from stories,	read or hear read to	stories at which they	range of fiction, poetry,	to themselves, a wide	- Reading books that are	- Reading books that are
a	including figures from	their own	can read	plays, non-fiction and	range of fiction, poetry,	structured in different ways	structured in different ways and
<u>-</u> :		experiences.	independently.	reference books or	plays and non-fiction.	, and reading for a range of	reading for a range of purposes.
ac B	the past.	•	, ,	textbooks. Take turns	Take turns and listen to	purposes.	
	Retell the story, once	To become very	- discussing the	and listening to what	what others say.		-Increase their familiarity with a
6	they have developed	familiar with key	sequence of events in	others say.		-Increase their familiarity with a	wide range of books, including
ň	a deep familiarity	stories, fairy stories	books and how items		Reading books that are	wide range of books, including	myths, legends and traditional
E	with the text; some	and traditional tales,	of information are	Reading books that are	structured in different	myths, legends and traditional	stories, modern fiction, fiction
Se	as exact repetition	retelling them and	related.	structured in different	ways and read for a	stories, modern fiction, fiction	from our literary heritage, and
Contrasting,	and some in their	considering their		ways and reading for a	range of purposes.	from our literary heritage, and	books from other cultures and
ອ	own words.	particular	- becoming	range of purposes.		books from other cultures and	traditions.
	own words.	characteristics.	increasingly familiar		Identifying a wider	traditions.	
6	Listen attentively and		with and reading a	Increasing their	range of author style,		Participate in discussions about
- Ē	respond to what they	To participate in	wider range of	familiarity with a wide	themes and conventions	Participate in discussions about	books that are read to them and
Commenting	hear with relevant	discussion about	stories, fairy stories	range of books, including	in a range of books e.g.	books that are read to them	those they can read for
Īe	questions, comments	what is read to them,	and traditional tales.	fairy stories, myths and	good over evil or	and those they can read for	themselves, building on their
nt	and actions when	taking turns and		legends and retelling	features e.g. greetings in letters, diary written in	themselves, building on their	own and others' ideas and
3	being read to and	listening to what	Understand both the	some of these orally.	1 st person or use of	own and others' ideas and	challenging views courteously.
00	during whole class	others say.	books they can		presentational devices	challenging views courteously.	
ar	discussions and small		already read	Identifying themes and	such as numbers or		Understand what they read by:
and	group interactions.	To discuss word	accurately and	conventions in a range of	headings.	Understand what they read by:	
		meanings, linking	fluently and those	books.	incounter.		-Checking that the book makes
L L	Offer explanations	new meanings to	they listen to by:	T	To prepare poems and	-Checking that the book makes	sense to them, discussing their
n	for why things might	those already known.	answering and	To prepare poems and	play scripts to read	sense to them, discussing their	understanding and exploring the
Ŋ	happen, making use	Discuss the	-answering and	play scripts to read aloud	aloud and to perform,	understanding and exploring the meaning of words in	meaning of words in context.
Summaris	of recently	Discuss the significance of the	asking questions.	and to perform, showing understanding through	showing understanding	-	- asking questions to improve
	introduced	title and events.			through intonation,	context.	- asking questions to improve
ing	vocabulary from			intonation, tone, volume and action.	tone, volume and	- asking questions to improve	their understanding
~~	stories, non-fiction,	To identify/explain			action.	their understanding.	- To begin to identify how
	rhymes and poems	key aspects of fiction				•	language, structure and
	using: The National	Cundowlunio;i&YE&Sta	tutory Framework, a	nd Twinkl, Deep Dive in	to Reading: Whole-Sch	ool Progression Map. - To begin to identify how	presentation contribute to
		such as characters,				language, structure and	meaning.
	Anticipate (where	titles and				presentation contribute to	0-
	appropriate) key	information.				meaning.	
	events in stories.					5	

	Demonstrate	Participate in	To justify their views	To justify their views	Begin to recommend books	Begin to recommend books that
	understanding of	discussion about	about what they have	about what they have	that they have read to their	they have read to their peers,
	what has been read	books, poems and	read, with support at the	read, with increasing	peers, giving reasons for their	giving reasons for their choices.
	to them by retelling	other works that are	start of Year 3.	independence at the	choices.	
	stories and narratives	read to them and		end of Year 4.		To read for pleasure, discussing,
C	using their own	those that they can	To identify how		To read a wide range of	comparing and evaluating, in
Ŋ	words and recently	read for themselves,	language, structure, and	To identify how	genres, identifying the	depth across a wide range of
n	introduced	taking turns and	presentation contribute	language, structure, and	characteristics of text types	genres, including myths and
Ja	vocabulary.	listening to what	to meaning.	presentation contribute	and the differences between	legends, traditional stories,
Comparing,		others say	-	to meaning.	text types.	modern fiction, fiction from our
au Bu			To identify main ideas	-		literary heritage and books from
			drawn from more than	To identify main ideas	To identify and discuss a wide	other cultures and traditions.
S			one paragraph and	drawn from more than	range of genres, themes and	
ň			summarise.	one paragraph and	conventions in and across a	To recognise and discuss more
Ŧ				summarise.	wide range of writing.	complex themes and conventions
Contrasting,						in what they read (such as loss or
ŠŤ.					To explain and discuss their	heroism).
J					understanding of what they	
ų					have read.	To explain and discuss their
0						understanding of what they have
Q					To provide reasoned	read, including through formal
ĭ					justifications for their views.	presentations and debates,
Commenting						maintaining a focus on the topic
er					To summarise the main ideas	and using notes, where necessary.
<u>It</u>					drawn from more than one	
<u> </u>					paragraph, identifying key	To provide reasoned justifications
					details that support the main	for their views.
ar					ideas.	
and						To summarise the main ideas
S					To distinguish between	drawn from more than one
Ę					statements of fact and	paragraph, identifying key details
Summarising					opinion.	that support the main ideas.
З						
ar					To make comparisons with	To distinguish between
is					and across books.	statements of fact and opinion,
Ъ.						providing justifications for their
						views.
S						
ont.						To make detailed comparisons
:+						with and across books.
	using: The National Curriculum, EYF	S Statutory Framework, a	nd Twinkl, Deep Dive in	to Reading: Whole-Sch	ool Progression Map.	
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	Use a wider range of	Understand both the	Develop pleasure in	To begin to use	To use dictionaries to	To discuss vocabulary used by	To discuss, analyse and evaluate
-	vocabulary.	books they can	reading, motivation	dictionaries to check the	check the meaning of	the author to create effect	the use of language, including
Words		already read	to read, vocabulary	meaning of words that	words that they have	including figurative language	figurative language and how it is
<u>o</u>	Engage in extended	accurately and	and understanding	they have read.	read.	and begin to consider the	used for effect, using technical
g	conversations about	fluently and those	by:			impact on the reader.	terminology such as metaphor,
s.	stories, learning new	they listen to by:		To understand what they	To understand what		simile, analogy, imagery, style and
'n	vocabulary.		 discussing and 	read, in books they can	they read, in books they	To evaluate the use of	effect.
0	Learn new vocabulary	- drawing on what	clarifying the	read independently by:	can read independently	authors' language and explain	
Context	and use new	they already know or	meanings of words,		by:	how it has created an impact	To identify how language,
It	vocabulary	on background	linking new meanings	 Checking that the text 		on the reader.	structure and presentation
X	throughout the day.	information and	to known vocabulary.	makes sense to them,	 Checking that the text 		contribute to meaning.
	throughout the day.	vocabulary provided		discussing their	makes sense to them,	To begin to identify how	
and	Retell the story, once	by the teacher.	- discuss their	understanding and	discussing their	language, structure and	
d	they have developed		favourite words and	explaining the meaning	understanding and	presentation contribute to	
⊳	a deep familiarity	To discuss word	phrases.	of words in context.	explaining the meaning	meaning.	
Ē	with the text; some	meanings, linking			of words in context.		
5	as exact repetition	new meanings to	Understand both the	To discuss author's words			
Author	and some in their	those already known.	books they can	and phrases for effect	To discuss words and		
	own words.		already read	and that capture the	phrases that capture the		
ž			accurately and	reader's interest and	reader's interest and		
Choi	Use new vocabulary		fluently and those	imagination.	imagination.		
Ce	in different contexts.		they listen to by:				
<u>o</u> f	Listen to and talk			To ask questions to	To ask questions to		
Ť	about selected non-		-drawing on what	improve their	improve their		
a	fiction to develop a		they already know or	understanding of a text.	understanding of a text.		
B U	familiarity with new		on background				
language	knowledge and		information and				
89	vocabulary.		vocabulary provided				
Ö	vocabulary.		by the teacher.				

Wor	Offer explanations for why things might happen, making use of recently introduced			
Words in Context and	vocabulary from stories, non-fiction, rhymes and poems when appropriate.			
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own			
Author Choice of language cont.	words new vocabulary. Use and understand recently introduced vocabulary during			
vice of lang	discussions about stories, non-fiction, rhymes and poems and during role play.			
guage cont				

Inference	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -recognising and joining in with predictable phrases. Understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what	Understand both the books they can already read accurately and fluently and those they listen to by: - making 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.	To ask questions to improve their understanding of a text, including some simple inference questions based on characters' feelings, thoughts and motives. To draw inference such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify simple inferences with evidence.	To draw inference such as inferring characters' feelings, thoughts and motives from their actions, supporting their views with evidence from the text. To predict what might happen from details stated and implied.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To predict what might happen from details stated and implied.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To predict what might happen from details stated and implied.
Prediction		on the basis of what is being said and done.					

	Sing a large	Develop pleasure in	Develop pleasure in	Develop their	Develop their	Continuing to read and	Continuing to read and discuss an
	repertoire of songs.	reading, motivation	reading, motivation	understanding and	understanding and	discuss an increasingly wide	increasingly wide range of fiction,
	repertone of songs.	to read, vocabulary	to read, vocabulary	enjoyment of stories,	enjoyment of stories,	range of fiction, poetry,	poetry, plays, non-fiction and
	Know many rhymes,	and understanding	and understanding	poetry, plays and non-	poetry, plays and non-	plays, non-fiction and	reference books or textbooks.
	be able to talk about	by:	by:	fiction, and learning to	fiction, and learning to	reference books or	
	familiar books, and	~ ; .	~,.	read silently.	read silently.	textbooks.	To begin to learn a wider range of
	be able to tell a long	-listening to and	-listening to,		·····,		poetry by heart.
	story.	discussing a wide	discussing and	To recognise some	To recognise some	To begin to learn a wider	
		range of non-fiction	expressing views	different types of	different types of poetry	range of poetry by heart.	To confidently perform texts,
	Take part in simple	at a level beyond that	about a wide range of	poetry (free verse,	(free verse, narrative		including poems learnt by heart,
	pretend play, using	at which they can	non-fiction at a level	narrative poetry etc).	poetry etc).	To prepare poems and plays	using a wide range of devices to
	an object to	read independently.	beyond that at which			to read aloud and to	engage the audience and for effect.
_	represent something	To so the loss have	they can read	To prepare and	To prepare and perform	perform, continually showing	To used as condend and an extent
2	else even though	To recite, by heart,	independently.	perform poems and	poems and play scripts	an awareness of audience	To read, record and present
ň	they are not similar.	simple poems.	-being introduced to	play scripts that show	with some appropriate	through intonation, tone,	information from non-fiction.
Non-Fiction,	Begin to develop		non-fiction books	some awareness of	techniques (intonation,	volume and action so that	To use non-fiction materials for
ici	complex stories using		that are structured in	the audience when	tone, volume and action)	the meaning is clear.	purposeful information retrieval
ii	small world		different ways.	reading aloud,	to show awareness of the		and in contexts where pupils are
ň	equipment like			beginning to use	audience when reading	To use knowledge of texts	motivated to find out information.
	animal sets, dolls and		To continue to build	appropriate intonation	aloud.	and organisation devices to	
ŏ	dolls houses, etc.		up a repertoire of	and volume.	Develop their knowledge	retrieve, record and discuss information from fiction and	
Poetry and	Remember and sing		poems leant by heart,	Develop their	and skills in reading non-	non-fiction texts.	
2	entire songs.		appreciating these	knowledge and skills	fiction about a wide range	non netion texts.	
a	entire songs.		and reciting some	in reading non-fiction	of subjects.		
n	Sing the melodic		with appropriate	about a wide range of			
	shape (moving		intonation to make	subjects.	To retrieve and record		
ĕ	melody, such as up		the meaning clear.	2	information from non-		
Performanc	and down and down			To retrieve and record	fiction effectively.		
or	and up) of familiar			information from non-			
3	songs.			fiction.	To use dictionaries to		
ar	Create their own				check the meaning of		
ICe	songs, or improvise a			To begin to identify	words they have read.		
(D	song around one they			main ideas drawn			
	know.			from more than one	To use organisational		
				paragraph and	devices available within a		
	Engage in story times.			summarise.	non-fiction to retrieve,		
	Retell the story, once				record and discuss		
	they have developed				information.		
					To identify how language		
	using: The National with the text: some	Curriculum, EYFS Sta	tutory Framework, a	nd Twinkl, Deep Dive	To identify how language into Reading: Whole-Scl structure, and	nool Progression Map.	
	as exact repetition				presentation contribute to		
	and some in their				meaning.		
	own words.				-		
						1	

	1					r	
	Learn rhymes, poems				To identify main ideas		
	and songs.				drawn from more than		
					one paragraph and		
	Sing in a group or on				summarise these.		
	their own,						
	increasingly matching						
	the pitch and						
	following the melody.						
	following the melody.						
7	Develop storylines in						
0	their pretend play.						
Š	then pretend play.						
Non-Fiction,	Demonstrate						
<u>i</u>	understanding of						
_ .	what has been read						
Q	to them by retelling						
ب							
, Poetry	stories and narratives						
Q	using their own						
et -	words and recently						
2	introduced						
a)	vocabulary.						
and							
Q	Make use of props						
Ρ	and materials when						
er	role playing						
Ť	characters in						
ř	narratives and						
3	stories.						
Performance							
2	Invent, adapt and						
Ö	recount narratives						
S	and stories with their						
q	peers and their						
cont.	teacher.						
•	teacher.						
	Perform songs,						
	rhymes, poems and						
	stories with others,						
	and (when						
	appropriate) try to						
	move in time to						
	music.	Curriculum EVEC C+++	Itony Framowark	nd Twinkl Doon Divo	into Reading: Whole-Scl	and Brogrossian Man	
	lusing. The National	Lumuum, ETFS Stall	itory Framework, a	nu rwinki, Deep Dive	into Reading: whole-SCI		<u> </u>

	Engage in non-fiction			
-	books.			
Y I	Listen to and talk			
1	about selected non-			
<u></u>	fiction to develop a			
Non-Fiction,				
ō	deep familiarity with			
ň	new knowledge and			
<u>`</u>	vocabulary.			
Poetry				
ĕ	Offer explanations for			
Ť	why things might			
~	happen, making use			
a	of recently			
and	introduced			
	vocabulary from			
Pe	stories, non-fiction,			
Ϋ́,				
đ	rhymes and poems			
ř	when appropriate.			
Performance	Use and understand			
ar				
5	recently introduced			
Ö	vocabulary during			
cont.	discussions about			
9	stories, non-fiction,			
it.	rhymes and poems			
•	and during role play.			
	and during role pluy.			