

## Medium Term Plan for Reading Curriculum: Knowledge and Skills Map

### Nursery

**Reading is at the heart of Woodland's curriculum.**

**READ! READ! READ!**

- **The nursery classroom should be like a fairy tale, children should be able to step inside stories through play. There will be lots of reading opportunities and provocations to draw children in and stir their imagination.**
- **Our children will want to pick up books and want to access the code of reading. Children need access to a rich range of meaningful, enjoyable reading experiences and a range of strategies to support their independence. There will be a huge emphasis on stories and rhyme and repeating these.**
- **Children will learn that we read with understanding- we read for meaning. We use poem, song and drama to demonstrate this to children.**
- **Every half term there will be one focus text which all of the work produced will be based on and all learning objectives taught through. Each week, the focus text will be returned to and a new text will be introduced that supports the focus text.**

- The focus text does not have to rhyme. However, children will be exposed to rhyming texts on a regular basis (especially nursery rhymes and traditional tales) in order to support language development. **Nursery rhymes listed need to be repeated every half term after being introduced.**
- Letters and Sounds is undertaken daily in Nursery. Go on listening walks, play musical instructs, replicate sounds and sing rhymes to help children recognise sounds. When children are ready, they move onto RWI.

A class text must be used and read to the children **EVERY DAY** to ensure modelling of expression, tone and volume.

**Key:**

22-36 Months 30-50 Months 40-60 Months

**Key Priorities in reading for EYFS, these must all be in place.**

- The nursery classroom **MUST** be reading rich with high quality texts and reading experiences these will include alphabet songs and books, name games and name cards. Display information texts and use these in real, meaningful contexts and routines.
- High quality texts will enthuse and motive children with a balance of reassuringly familiar and more demanding. Include- song lyrics, poems, short stories, comics, audio books, novels, serials and picture books.
- Ensure children have a range of non-fiction texts which appeal to their own interests.
- An abundance of opportunities for the children to hear songs and stories read aloud

- Model enjoyment of stories by reading aloud frequently- create a bank of favourites for children to share at home and at school- develop a repertoire of favourites- stories, songs, poems, chants and jingles.
- Demonstrate reading for pleasure- purpose and meaning through shared reading- children can predict words, events and discuss characters and themes with encouragement and enjoyment
- Model directional principles- finger pointing, return sweep, word location
- Retell narratives, read aloud from memory- allow children to take risks and innovate their own story lines
- Ensure there are opportunities to read alongside familiar adults and other children as well as on their own
- Play with rhyme frequently- enable children to recognise and continue rhyming strings
- Include a routine of free reading when children can exchange recommendations, share enjoyment of books with peers and observe more experienced readers finding fulfilment in the world of a book.

<u>Key Texts</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Reading for pleasure text	Elmer Stories	Emergency- Margaret Mayo (about people who help-rhyming, repeating book)	Selection of Julia Donaldson tales.
Writing	I'm Special I'm Me!	A Day With the Animal Doctors- Sharon Rentta	Story books by Julia Donaldson.- The Gruffalo
Poetry/Nursery rhymes	Autumn is here	Miss Polly had a dolly (doctor) Mary had a little lamb (spring & vets) Doctor Foster went to Gloucester Hot Cross Buns (Easter)	Shuffle and Squelch- Julia Donaldson There's an owl in my towel- Julia Donaldson Julia Donaldson- Poems to perform Wriggle and roar- rhymes to join in- Julia Donaldson
Non-fiction texts	All About Families- Felicity Brooks	Information books about doctors, vets, firefighters, teachers, nurses.	Animalphabet- Julia Donaldson

Objectives	Autumn 1	Spring 1	Summer 1
<p><b><u>Word reading</u></b></p>	<ul style="list-style-type: none"> <li>Phonics is introduced- letters and sounds (focus on describing, discriminating between, copying and reproducing sounds- on phonics skills ladder)</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words</li> <li>Recognises familiar words and signs such as own name and advertising logos</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Point out high frequency words- helping children build a stock of known words</li> <li>Focus attention on gaps in early phonological awareness, such as ensuring children can discriminate between similar sounds, create and describe a range of voice sounds and appreciate the rhythms of language and syllables in words. Draw attention to alliteration and assonance in the environment and in rhymes and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>-Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>-Hears and says the initial sounds in words.</li> <li>-Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Begins to read words and simple sentences.</li> <li>Point out high frequency words-</li> </ul>

			<p>helping children build a stock of known words</p> <ul style="list-style-type: none"> <li>• Focus attention on gaps in early phonological awareness, such as ensuring children can discriminate between similar sounds, create and describe a range of voice sounds and appreciate the rhythms of language and syllables in words. Draw attention to alliteration and assonance in the environment and in rhymes and poetry.</li> <li>• Read all set 1 sounds at speed</li> <li>• Orally sound blend- s-a-t – sat</li> <li>• Use Fred talk to read CVC words</li> </ul>
<p><b><u>Reading aloud-</u></b> <b><u>Fluency- expression</u></b></p>	<ul style="list-style-type: none"> <li>• Use different voices to tell stories and encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in</li> </ul>	<ul style="list-style-type: none"> <li>• -Shows awareness of rhyme and</li> </ul>

<p><b><u>&amp; tone</u></b></p>	<p>children to join in and echo your own reading aloud</p> <ul style="list-style-type: none"> <li>• Introduce children to as many familiar tales/rhymes as possible- children repeat</li> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in</li> </ul>	<p>rhymes and stories.</p> <ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration</li> <li>• Joins in with stories and poems, one to one and in small groups</li> <li>• Introduce children to as many familiar tales/rhymes as possible- children repeat</li> </ul>	<p>alliteration.</p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Introduce children to as many familiar tales/rhymes as possible- children repeat</li> <li>• Engage children in collaborative performance reading to consider the way in which the language is used for impact and enhance the social and pleasurable essence of the reading experience.</li> </ul>
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	<p>rhymes and stories.</p> <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and can echo back parts that the teacher reads aloud.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> </ul>		
<p><b><u>Listening to and discussing texts</u></b></p>	<ul style="list-style-type: none"> <li>• Encourage and support children's responses to picture books and stories you read with them.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Listens to stories and poems well</li> <li>• Regular opportunities to talk about</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly whilst listening to a story.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Enjoys an increasing range of books.</li> <li>• Regular opportunities to talk about</li> </ul>

	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<p>what is read to them- encouraging asking and answering questions. Make predictions about the text.</p>	<p>what is read to them- encouraging asking and answering questions. Make predictions about the text.</p>
<p><b><u>Comprehension</u></b></p>	<ul style="list-style-type: none"> <li>• Children begin to describe what has happened in a familiar story that has been read to them repeatedly</li> <li>• With books they have read to them they are familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts; so they become the storyteller and re-enact the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of how stories are structured- through story maps and listening to stories repeatedly</li> <li>• Describes main story settings, events and principal characters verbally</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Suggests how the story might end.</li> <li>• Describes main story settings, events and principal characters.</li> </ul>

	<ul style="list-style-type: none"> <li>They react and respond to illustrations, character and narratives through questions and imaginative play.</li> </ul>		
<b><u>Key Texts</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 2</u></b>
Reading for pleasure text	Meerkat Christmas- Emily Gravett (Christmas Link)	Once upon a raindrop- James Carter	A beginner's Guide to Bear spotting (Michelle Robinson)- link to Goldilocks We're going on a bearhunt
Writing	Dear Zoo	Information books about Water and 'Jasper's Beanstalk'.	Goldilocks and the Three Bears.
Poetry/Nursery rhymes	We're going to the zoo, zoo, zoo (chant) Five little monkeys jumping on the bed	Rain, rain go away Row, row, row your boat Incy Wincy Spider Jack and the beanstalk (tale)	This Little Piggy Run, run as fast as you can Teddy bear, teddy bear turn around The three pigs rap- Sally Gray
Non-fiction texts	Animals- Camilla De La Bedoyere (link to all about me ) You Choose- Nick Sharratt Super Duper You- Sophy Henn	Hey, Water! Antoinette Portis	A book of Bears at home- with bears around the world- Katie Viggers
<b><u>Objectives</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 2</u></b>
<b><u>Word reading</u></b>	<ul style="list-style-type: none"> <li>Shows interest in illustrations and print in books and print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Focus attention on gaps in early phonological awareness, such as ensuring children can discriminate between similar sounds, create and describe a range of voice sounds and appreciate the rhythms of language and syllables in words. Draw attention to</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises familiar words and signs such as own name and advertising logos</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Point out high frequency words- helping children build a stock of known words</li> <li>• Focus attention on gaps in early phonological awareness, such as ensuring children can discriminate between similar sounds, create and describe a range of voice sounds and appreciate the rhythms of language and syllables in words. Draw attention to alliteration and assonance in the environment and in rhymes and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• -Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• -Hears and says the initial sounds in words.</li> <li>• -Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Begins to read words and simple sentences.</li> </ul>
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	<p>alliteration and assonance in the environment and in rhymes and poetry.</p>	<ul style="list-style-type: none"> <li>• RWI begins- name the mnemonic pictures for all set 1 sounds without hesitation</li> </ul>	<ul style="list-style-type: none"> <li>• Point out high frequency words- helping children build a stock of known words</li> <li>• Focus attention on gaps in early phonological awareness, such as ensuring children can discriminate between similar sounds, create and describe a range of voice sounds and appreciate the rhythms of language and syllables in words. Draw attention to alliteration and assonance in the environment and in rhymes and poetry.</li> <li>• Use fred talk to read CVC words</li> <li>• Use Fred talk to read CCVC, CVCC and CCCVC words</li> </ul>
<p><b><u>Reading aloud- Fluency- expression &amp; tone</u></b></p>	<ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Repeats words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Shows awareness of rhyme and</li> </ul>	<ul style="list-style-type: none"> <li>• -Shows awareness of rhyme and alliteration.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in</li> </ul>

	<p>from familiar stories</p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> </ul>	<p>alliteration</p> <ul style="list-style-type: none"> <li>• Joins in with stories and poems, one to one and in small groups</li> <li>• Introduce children to as many familiar tales/rhymes as possible- children repeat</li> </ul>	<p>rhymes and stories.</p> <ul style="list-style-type: none"> <li>• Introduce children to as many familiar tales/rhymes as possible- children repeat</li> <li>• Engage children in collaborative performance reading to consider the way in which the language is used for impact and enhance the social and pleasurable essence of the reading experience.</li> </ul>
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<p><b><u>Listening to and discussing texts</u></b></p>	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Suggests how the story might end.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Enjoys an increasing range of books</li> <li>• Regular opportunities to talk about what is read to them- encouraging asking and answering questions. Make predictions about the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Enjoys an increasing range of books</li> <li>• Regular opportunities to talk about what is read to them- encouraging asking and answering questions. Make predictions about the text.</li> </ul>
<p><b><u>Comprehension</u></b></p>	<ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of how stories are structured- through story maps and listening to stories repeatedly</li> <li>• Describes main story settings, events</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of how stories are structured- through story maps and listening to stories repeatedly</li> <li>• Describes main story settings, events and principal characters verbally</li> </ul>

		<p>and principal characters verbally</p>	<ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Knows that information can be retrieved from books and computers.</li> <li>• Provide a range of well-chosen reading material that enables children to draw upon their better-developed knowledge of language.</li> <li>• Include digital texts that allow children to experience and comprehend texts that are beyond their current decoding ability.</li> </ul>
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## Teaching Strategies for the content domains

Content domains for KS1- These will be introduced to the children at an age appropriate level- verbally and through drama.

<h3>Vocabulary</h3>	<p>In EYFS this can be introduced through “bump words”</p> <p>Encourage children to use vocabulary you have discussed in class and read in books read together.</p> <p>Introduce the term vocabulary to children provide synonyms to start broadening their vocabulary.</p> <p>Story boxes to ignite language and explore character and themes; book based games to develop the child’s awareness of significant features of print; and recorded stories alongside books to allow the rhythm of the language to be revisited whilst matching to print.</p>
<h3>Sequencing</h3>	<p>Children can sequence as a whole class- familiar tales are a good way to start. Labs with sequencing pictures in too- introduce them to the word sequencing. Can they number from 1-5 the parts?</p> <p>Labs available for re-reading, responding and re-enacting through imaginary play so children can begin to learn sequences</p>

When you are reading, don't forget about...

**Very Smart Rhinos In Pyjamas**

**V** is for vocabulary (the words authors use).

**S** is for sequencing (the order they choose).

**R** is for retrieval (find it and write it down).

**I** is for inference (asking 'why?' and 'how?').

**P** is for prediction ('what will happen next?').

To read like a smart rhino, just follow these 5 steps!

<p>Retrieval</p>	<p>Verbally discussing the books that are read to them- what can they remember. What can they recall- use modelling of how to retrieve information from the text. Talk about how we can retrieve information from non-fiction.</p>
<p>Inference</p>	<p>Use drama for children to think about how characters are thinking and feeling. Can they change characters- how do they feel different? How would they feel if they were that character- develop empathy skills.</p>
<p>Prediction</p>	<p>Verbally discussion what they think will happen from the title and front cover. Finish reading small parts- what do they think will happen next? What will happen after they have finished reading?</p>

### **Recommended Books for Nursery:**

- **Each Peach Pear Plum** – Janet and Alan Ahlberg
- **The Jolly postman or other people's letters** - Janet and Alan Ahlberg
- **The Snowman** - Raymond Briggs
- **Gorilla** – Anthony Browne
- **Would you rather?** -John Burningham
- **Dear Zoo-** Rod Campbell
- **The very hungry Caterpillar** – Eric Carle
- **I will not ever never eat a tomato** - Lauren Child
- **Princess Smartypants** – Babette Cole
- **Hairy Maclary from Donaldson's Dairy** - Lynley Dodd
- **Room on the Broom** - Julia Donaldson and Axel Scheffler
- **Ten Little Fingers and Ten Little Toes** - Mem Fox & Helen Oxenbury
- **Little Mouse's Big Book of Fears** - Emily Gravett
- **Where's Spot?** - Eric Hill
- **Dogger** - Shirley Hughes
- **Lost and Found** - Oliver Jeffers
- **The Tiger Who Came to Tea** - Judith Kerr

Reading skills ladders-

## Common exception words for reception, year 1 and year 2

### Pink highlighted- repeated words

### Reception- children should know how to read these words on entry to year 1.

I	Go	Come	Went	Up	You	Day	Was
Look	Are	The	Of	We	This	Dog	Me
Like	Going	Big	She	And	They	My	See
On	Away	Mum	It	At	Play	No	yes
For	A	Dad	can	He	Am	All	
is	cat	get	said	to	in	was	

### Year 1- children should know how to read these words on exit of year 1.

The	Of	was	you	me	so	Where	once
A	Said	Is	Your	She	By	Love	ask
Do	Says	His	They	We	My	Come	friend
To	Are	Has	Be	No	Here	Some	school
today	were	I	he	go	there	one	put
push	pull	full	house	our	in	was	

**Year 2 words- children will start to learn these in year 1 and know all of them by year 2 end.**

Door	Mind	Most	Hold	Break	Last	Plant	Improve
Floor	Behind	Only	Told	Steak	Past	Path	Sure
Poor	Child	Both	Every	Pretty	Father	Bath	Sugar
Because	Children	Old	Everybody	Beautiful	Class	Hour	Eye
Find	Wild	Gold	Even	After	Grass	move	Could
kind	climb	cold	great	fast	pass	prove	should
would	who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents	

**Word Reading and Fluency Learning Journey (Yellow highlighted should be taught in EYFS)**

Preparing for reading aloud with meaning (fluency-expression-tone)

**Please note: that even when children can independently read fluently with all the key aspects, the class teacher will still model reading fluently on a daily basis to ensure that the skills remain simmering. Teachers should also continue exposing children to familiar tales and nursery rhymes up to year 6.**

Skill Ladder	Key Knowledge
<b>Modelled reading of a wide array of texts to children- expression/tone/performing- children repeat</b>	At the beginning of their education and throughout children will be exposed to their teacher/other adults reading aloud to them as frequently as possible. Get the children to repeat the familiar phrases- whole chunks of text. Get the children to change their voices to change the meaning.
<b>Repetition of nursery rhymes/familiar tales</b>	Children need to hear as many nursery/rhymes and familiar tales as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
<b>Repetition of rhyme &amp; alliteration (poems)</b>	Children need to hear as many popular rhymes and poems as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
<b>Model and re-read familiar texts/rhymes/fairy tales</b>	At this point the children will now be able to re-read familiar texts/fairy tales/rhymes aloud and practise their reading aloud skills. Children need to be repeating key parts of familiar tales- such as I'll huff and I'll puff and I'll blow your house down. Children need to have a go at performing small parts and reading aloud parts they remember.
<b>Modelled reading of unfamiliar text to children- expression/tone/performing- children repeat.</b>	Children will be able to apply their skills learnt from familiar tales to model the teacher/adults reading of unfamiliar texts too. Good expression should be modelled to the children of unfamiliar texts and get the children to repeat this
<b>Read aloud unfamiliar books above their phonic level after being modelled by teacher</b>	Children will now be able to apply their learning from familiar texts/class texts to read aloud unfamiliar books above their phonic level after their teacher has explicitly modelled this to them. They enjoy this and get to practise their performance reading voice.
<b>Decoding is becoming automatic when reading aloud</b>	Children have passed their phonic screening and can read at 90+ words per minute- developing good expression, tone and intonation which is frequently modelled by their class teacher.
<b>Copies a modelled reading of a poem/play script</b>	Children can mirror the teacher's modelled reading with intonation, actions, volume and correct tone. Children can perform poems and play scripts modelled by their teacher and they have a go at performance reading them.

<p><b>Reads aloud with expression, intonation and tone- Children are explicitly taught to take into account punctuation and this is heavily modelled</b></p>	<p>This is regularly modelled by their teacher, and the children follow the reading and can see where the teacher takes note of punctuation. Children should be taught how to change their voice for</p> <p>? – children’s voices will go higher when asking a question (inflection)</p> <p>!- Explain that this is used to show emotion in their voice- this could be sadness, happiness, shock- dependant on the sentence</p> <p>“- Speech marks- how do you change your voice for someone talking</p> <p>, . - ; :- natural pauses in text when reading aloud</p> <p>Also talk to the children about reading aloud and when you can pause without punctuation to build suspense.</p>
<p><b>Children can perform a reading of a poem/play script independently.</b></p>	<p>Children can now read poetry and plays aloud in groups or independently using expression and tone to express meaning. This is still regularly modelled by their teacher but they are beginning to do this automatically now.</p>
<p><b>Independently takes note of punctuation when reading aloud.</b></p>	<p>Children understand how comma and full stops are used to join &amp; separate clauses, maintains fluency and understanding when reading. They can use this punctuation to maintain expression in their reading aloud. They can also pause in places where there is no punctuation but to build suspense. This is still regularly modelled by their teacher but they are beginning to do this automatically now.</p>
<p><b>Independently reads aloud with accuracy, intonation, speed &amp; enthusiasm and at a reasonable speaking pace.</b></p>	<p>At this stage children can read aloud confidently and reads the majority of words accurately. Their speaking pace is 100+ words per minute and they can vary their speed to portray meaning when reading aloud.</p>
<p><b>Learns a range of poetry off by heart and can perform these with meaning.</b></p>	<p>Confidently shows their understanding through intonation, tone, volume and action. This is modelled by their teachers performing poems. <b>(ballad, sonnet, rap, elegy &amp; narrative poems)</b></p>
<p><b>Prepares poems and play scripts to read aloud and</b></p>	<p>Confidently shows their understanding through intonation, tone, volume and action.</p>

<p><b>perform.</b></p>	<p>(Understands pace, movement, gesture and delivery- build tension with their performance). They can show the meaning they have portrayed through their writing through their own performance. <b>This is modelled by their teacher with a poem created from a text or a script from a text.</b></p>
<p><b>Reads aloud fluently and effortlessly- showing meaning through intonation and tone.</b></p>	<p>At this stage children can read aloud confidently and they use their voice effectively by changing the intonation and tone. They know how to use their voice to portray meaning confidently and can do so with unfamiliar texts. <b>This is still regularly modelled by their teacher but children do this automatically now.</b></p>

Decoding skills ladder (word reading)-

Skill Ladder	Key Knowledge
<p><b><u>Nursery</u> (Phonics ARE should be used in conjunction with this document)</b></p>	
<p><b>Letters and sound is the beginning focus of nursery.</b></p>	<p>Children begin their reading journey using letters and sounds. <b>This will be practised alongside the fluency skills ladder (expression) and should not be taught without this.</b></p> <ul style="list-style-type: none"> <li>➤ <i>Follow the Nursery ARE phonic ladder and the letters and sounds scheme.</i></li> <li>➤ <i>Huge focus on identifying, and describing sounds in the environment- exploring sound.</i></li> </ul>
<p><b>Children understand books and understands the concepts of stories/rhymes/poems</b></p>	<p>Children should be enthused by books and start to understand the concept of decoding. There will be a large focus on stories, rhymes and poems.</p> <ul style="list-style-type: none"> <li>➤ <i>Follow the Nursery ARE phonic ladder and the letters and sounds scheme.</i></li> <li>➤ <i>Huge focus on hearing as many familiar stories, rhymes and poems as possible. Children should be secure on understanding rhyme by nursery end.</i></li> </ul>

<p><b>Begin synthetic, systematic phonic learning (RWI)</b></p>	<p>When ready, children in nursery will begin RWI programme of study. This is about introducing the children to the initial sounds in words and beginning to orally sound blending.</p> <ul style="list-style-type: none"> <li>➤ Follow the Nursery ARE phonics ladder and the letters and sounds scheme.</li> <li>➤ Children should be able to recognise all set 1 sounds by nursery end and start to Fred talk phonetically plausible words. They will also be able to recognise some red words.</li> </ul>
<p><b>Reception(Phonics ARE should be used in conjunction with this document)</b></p>	
<p><b>Systematic-synthetic phonics is taught</b></p>	<p>Children continue to learn systematic-synthetic phonics- they can link sounds; segment sounds in simple words and blend sounds together. <b>This is practised alongside fluency skills ladder (expression) and should not be taught without this.</b></p> <ul style="list-style-type: none"> <li>➤ Follow the Reception ARE phonic ladder and the RWI scheme.</li> <li>➤ Practise blending and segmenting as often as possible.</li> </ul>
<p><b>Begin to read captions, sentences and questions.</b></p>	<p>Children can use their phonic knowledge to begin to read captions, sentences and questions</p> <ul style="list-style-type: none"> <li>➤ Model reading these to the children- display in the classroom, become familiar to children. Build up their confidence to read unfamiliar captions, sentences and questions.</li> </ul>
<p><b>Read all reception high frequency words fluently</b></p>	<p>Children will begin to read all reception high frequency words by reception end.</p> <ul style="list-style-type: none"> <li>➤ <b>I, go, come, went, up, you, day, was, look, are, the, of ,we , this, dog, me , like, going, big, she, and , hey, my, see , on, away, mum, it, at, play, no, yes, for, a , dad, can, he , am , all, is, cat, get, said , to, in.</b></li> <li>➤ To be displayed in the classroom- read frequently by the children so they know them by sight.</li> <li>➤ Word tins sent home to practise these words at home.</li> </ul>
<p><b>Read some red words correctly</b></p>	<p>Children will recognise these words by sight and will be able to read all by <b>reception</b> end.</p> <ul style="list-style-type: none"> <li>➤ <b>I, the, me, of, to, no, go into, he, she, we, me, be, was, my , you, her, they, all, are, her , said, what, one, there.</b></li> </ul>
<p><b>Children are beginning to read multi-syllabic words</b></p>	<p>Children are beginning to read words with more than one syllable and they can use this as a skill to read aloud- adding to their phonic blending skills for reading.</p> <ul style="list-style-type: none"> <li>➤ Introduce children to syllables- teach them explicitly- chunks of speech sound in words.</li> <li>➤ Clap/use instruments to demonstrate syllables in words</li> </ul>
<p><b>Begin to read familiar books fluently</b></p>	<p>In reception, children should be reading familiar books at 30-40 words per minute.</p> <ul style="list-style-type: none"> <li>➤ These can be familiar tales learnt in both nursery and reception or familiar rhymes.</li> </ul>
<p><b>Year 1(Phonics ARE should be used in conjunction with this document)</b></p>	

<p><b>Systematic, synthetic phonics is continued</b></p>	<p>Children responds correct sound to graphemes for most of the 40+ phonemes. Can do this with familiar words and unfamiliar words.</p> <ul style="list-style-type: none"> <li>➤ <i>Children have daily phonics lessons. They should also be practising the GPC regularly.</i></li> </ul>
<p><b>Reads and understands sentences at their phonic level</b></p>	<p>Children can begin to read sentences at their level, recognises familiar words in the sentence and attempts to decode unfamiliar words in that sentence.</p> <ul style="list-style-type: none"> <li>➤ <i>Children can read full sentences in their phonic books. They practise these at home and in school.</i></li> </ul>
<p><b>Use phonic knowledge/blend sounds to read unfamiliar words</b></p>	<p>Children can segment words using sounds and use their phonic knowledge to sound out these words- sometimes in their head and read out loud confidently.</p> <ul style="list-style-type: none"> <li>➤ <i>Children have daily phonics lessons, this should also be practised in other lessons regularly.</i></li> </ul>
<p><b>Read aloud unfamiliar books above their phonic level after being modelled by a teacher</b></p>	<p>Children can practise reading words that are above their phonic level after their teacher models this to them- <b>again ensure that fluency is also taught alongside this.</b></p> <ul style="list-style-type: none"> <li>➤ <i>Modelling unfamiliar books above their age will enable children to build their confidence in decoding and reading aloud.</i></li> </ul>
<p><b>Be secure reading phase 2 high frequency and common exception words</b></p>	<p><b>Children can read these words confidently with no pause-</b></p> <ul style="list-style-type: none"> <li>➤ <b>a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into</b></li> </ul>
<p><b>Be secure reading phase 3 high frequency and common exception words</b></p>	<p><b>Children can read these words confidently with no pause</b></p> <ul style="list-style-type: none"> <li>➤ will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her</li> </ul>
<p><b>Be secure reading phase 4 high frequency and common exception words</b></p>	<p><b>Children can read these words confidently with no pause</b></p> <ul style="list-style-type: none"> <li>➤ Went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so</li> </ul>

<p><b>Read common suffixes</b></p>	<p>Can read words with the suffixes-</p> <p><b>-s, -es, -ing, ed, er, est</b></p> <ul style="list-style-type: none"> <li>➤ They should also understand what suffixes are and what they do to change the meaning of a word.</li> <li>➤ <i>Include words with these suffixes in your WAGOLL for writing- read them to the children, encourage them to use them, read them aloud.</i></li> </ul>
<p><b>Read contractions and understand what they are</b></p>	<p>Be secure reading words containing contractions- for example, I'm, I'll, We'll and understands that the apostrophe represents the omitted letters.</p> <ul style="list-style-type: none"> <li>➤ <i>Include contractions in your WAGOLL for writing- read them to the children; encourage them to use them, read them aloud.</i></li> </ul>
<p><b>Be secure reading phase 5 high frequency and common exception words</b></p>	<p><b>Children can read these words confidently with no pause</b></p> <ul style="list-style-type: none"> <li>➤ Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here</li> </ul>
<p><b>Read multi-syllable words confidently</b></p>	<p>Children now recognise word parts "chunks" in words- this helps them decode multisyllabic unfamiliar words. This eases the decoding burden- as they use this alongside their phonic knowledge.</p> <ul style="list-style-type: none"> <li>➤ <i>Continue syllable knowledge used in reception. Clap/instruments syllables in words- use more complex words with suffixes and prefixes and demonstrate using syllables to read them aloud.</i></li> </ul>

<p><b>Read all year 1 common exception words confidently</b></p>	<p>Children can read the year 1 words with ease and at pace. They can do this without pausing and without attempting to blend.</p> <ul style="list-style-type: none"> <li>➤ <i>Use these words in your WAGOLLS, on your displays and expose children to them as often as possible, reading them as often as possible so they can read them by sight.</i></li> </ul>
<p><b>Be secure on all sounds and now reading 70+ words per minute</b></p>	<p>Children can read all sounds taught in year 1 and can blend and segment in their head. They can read at speed, and are beginning to work on their expression whilst reading independently</p> <ul style="list-style-type: none"> <li>➤ <i>Children should be taught to be read with expression (fluency skill ladder) and also be reading at a good pace. Demonstrate and model this as often as possible- including in phonics lessons.</i></li> <li>➤ <i>The Phonics test should be passed for children to be ARE at year 1 end.</i></li> </ul>
<p><b><u>Year 2</u></b></p>	
<p><b>Responds accurately to the graphemes for the 40+ phonemes</b></p>	<p>Children apply phonic knowledge to decode words confidently- they respond accurately and speedily to the graphemes.</p> <ul style="list-style-type: none"> <li>➤ <i>Phonics still needs to simmering throughout year 2- children will need these skills to read unfamiliar words. Recap GPCs, read phonics books aloud practising automatic decoding and expression.</i></li> </ul>

<p><b>Phonic knowledge and syllable knowledge are confidently used to decode unfamiliar words</b></p>	<p>Children have now had lots of practise with reading. However, they need to keep practising phonics to help read unfamiliar words. They need to sound out and blend if they get stuck.</p> <ul style="list-style-type: none"> <li>➤ Children continue to use their phonic knowledge and syllable knowledge to decode unknown words. This is becoming more automatic- children are spotting patterns and chunks or words which helps reading become more automatic.</li> </ul>
<p><b>Reads aloud and self-corrects independently</b></p>	<p>Self-correction behaviours are done overtly- this begins to become less apparent as they begin to self-correct in their head.</p> <ul style="list-style-type: none"> <li>➤ Let the child read to the end of the sentence- find the error on their own.</li> <li>➤ Model self-correction to the children, talk about how you can do it in your head. You notice how something doesn't sound right based on the context of the text. Explicitly teach them this, encourage them to practise this when reading their own texts aloud.</li> </ul>
<p><b>Reads suffixes, prefixes, root words and contractions regularly</b></p>	<p>Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.</p>

<p><b>Decoding is becoming automatic (90+ words per minute)</b></p>	<p>Children take note of punctuation whilst reading and can do so with good expression, tone and intonation. They read at a good pace, and can slow down or speed up to enhance the meaning of the text.</p>
<p><b>Children can re-read above age books to build up their fluency and word reading</b></p>	<p>Children can read aloud books above their age after being modelled by their teacher. This helps them read without having to decode and can use the familiarity to develop fluency and word-reading.</p> <ul style="list-style-type: none"> <li>➤ <i>Get children to follow with their finger whilst you read aloud. Get them to repeat the sentence- this will build up their vocabulary and decoding skills.</i></li> </ul>
<p><b>Children begin to be able to silent read for short periods of time</b></p>	<p>Children now have strong phonic knowledge and comprehension skills- this will help them read more broadly, confidently and fluently.</p> <ul style="list-style-type: none"> <li>➤ At this stage in their reading education they can read silently for short periods of time and understand what they are reading for themselves. Children pick their own books to read to themselves developing their love of reading.</li> <li>➤ <i>Get the children to practise reading silently. Teach the excitement of reading silently- stepping into the story. Make the reading area enticing, quiet and calm atmosphere.</i></li> <li>➤ <i>Model close reading for non-fiction how to find information (can be in foundation subjects) ready</i></li> </ul>

	<i>for further learning in KS2.</i>
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### Year 3

<b>Uses phonic knowledge to decode and reading is automatic</b>	<p>Children use their phonic knowledge to read unfamiliar words- they can use this knowledge if they get stuck on reading words. They read familiar words with ease.</p> <p>➤ <i>Phonic skills should still be taught in year 3- children to use these to be able to read unfamiliar more complex vocabulary.</i></p>
<b>Reads aloud with speed, fluency, accuracy and enthusiasm</b>	<p>Children can read aloud confidently at an appropriate speed for the meaning of the text. They can change their speed when it is appropriate and in contexture with punctuation.</p>
<b>Reads aloud and understands words using knowledge- root words, prefixes and suffixes</b>	<p>Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.</p>
<b>Confidently self corrects when text doesn't make sense</b>	<p>Self-correction behaviours are now mostly done in the child's head. They can correct errors without having to blend and decode.</p> <p>➤ <i>Encourage and model self correction- allow the children to correct their own errors</i></p>
<b>Continues to read words with multi syllables</b>	<p>Including words beyond taught GPC</p>
<b>Reads aloud complex books beyond their age group- after being modelled by teacher</b>	<p>Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.</p>

<b>Read some year 3 and 4 common exception words</b>	Children can read some of the year 3 and 4 common exception words with ease.
<b>Is now confident in word reading silently</b>	Children can now read longer texts for a longer period of time. They are becoming able to read for sustained periods of time. They are beginning to develop skills of close reading for non-fiction.
<b><u>Year 4</u></b>	
<b>Reads most words effortlessly and attempts to decode unfamiliar words with automaticity</b>	Most words the children come across they can now read. They still use their phonic knowledge and syllables but this is mostly done in their head.
<b>Reads aloud- continues to use knowledge of root words, prefixes and suffixes.</b>	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
<b>Reads all year 3 and 4 words accurately and confidently</b>	All year 3 and 4 common exception words are read accurately and with ease.
<b>Automatically tracks the text and self corrects</b>	Children self-correct as they read and can spot errors easily. They are beginning to track the text and consider what the writer has written and why.
<b>Reads a wide range of challenging texts above their age</b>	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.
<b>Reads silently with stamina</b>	Can read well silently, they have developed different styles for reading. <ul style="list-style-type: none"> <li>➤ Close reading for non-fiction</li> <li>➤ Sustained silent reading for fiction.</li> </ul>
<b><u>Year 5</u></b>	
<b>Reads the majority of words effortlessly and decodes unfamiliar words effortlessly</b>	Reading is now nearly completely automatic- most words, even unfamiliar words can be decoded in their head.

<b>Reads aloud- continues to use knowledge of root words, prefixes and suffixes.</b>	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
<b>Reads some year 5 and 6 common exception words</b>	Reads some year 5 and 6 common exception words with ease.
<b>Reads aloud with accuracy, self corrects with ease and at a reasonable speaking pace</b>	Reading is mostly accurate, with self -correction happening automatically. They read at a good pace appropriate for the meaning of the text.
<b>Reads silently with stamina</b>	Children can silently read for a sustained period of time. They are developing these skills: <ul style="list-style-type: none"> <li>➤ Close reading for non-fiction is used independently</li> <li>➤ Sustained silent reading for complex fiction texts</li> </ul>
<b>Year 6</b>	
<b>Reads words effortlessly, decodes unfamiliar words with automaticity</b>	Reading is sufficiently fluent and effortless
<b>Reads aloud- continues to use knowledge of root words, prefixes and suffixes.</b>	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
<b>Reads all year 5 and 6 common exception words</b>	Children can read all common exception words with ease.
<b>Reading aloud is fluent and effortless. Decoding is now completely automatic.</b>	Children read independently, they have a love of reading and read for a range of reasons. This will help build their foundation for secondary school reading.



