

Woodlands Infant School

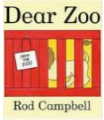
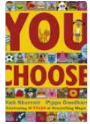
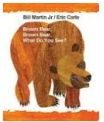
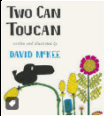
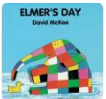
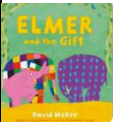
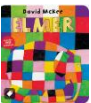
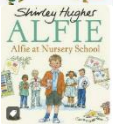
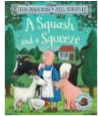
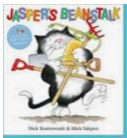
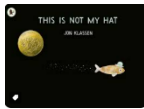
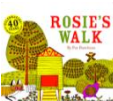
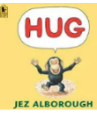
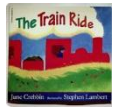
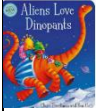
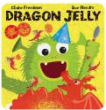
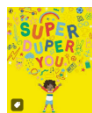
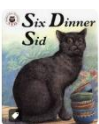
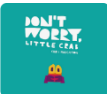
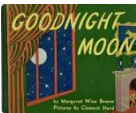
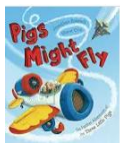
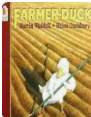
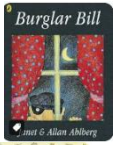
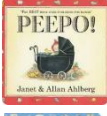
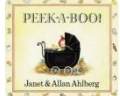


Reading Curriculum Progression

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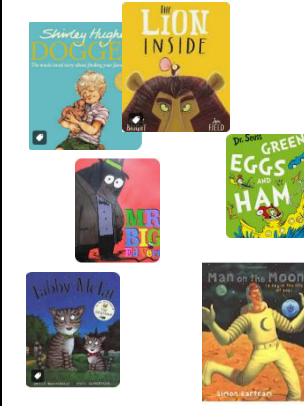
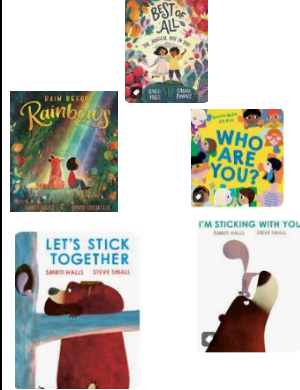
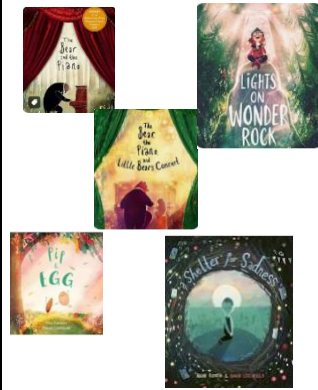
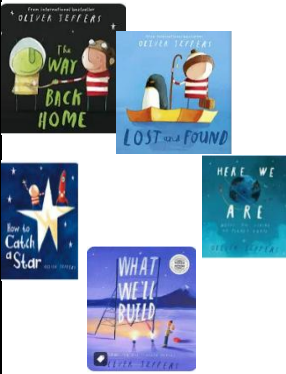
The best me I can be!

Whole School Reading Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	     Reading for Pleasure Texts	    Author Study-David McKee	     Reading for Pleasure Texts	     Author Study-Jon Klassen	     Reading for Pleasure Texts	     Author Study-Claire Freedman
Reception	     Reading for Pleasure Texts	     Author Study-Sophy Henn	     Reading for Pleasure Texts	     Author Study-Chris Houghton	     Reading for Pleasure Texts	     Author Study-Allan Alhberg

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Year One	 Reading for Pleasure Texts	 Author Study- Andrea Beatty	 Reading for Pleasure Texts	 Author Study- Benji Davies	 Reading for Pleasure Texts	 Author Study- Smriti Halls
Year Two	 Reading for Pleasure Texts	 Author Study- David Litchfield	 Reading for Pleasure Texts	 Author Study- Oliver Jeffers	 Reading for Pleasure Texts	 Author Study- Isabella Snachez- Vegara

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Progression in Disciplinary Concepts

	Nursery	Reception	Year 1	Year 2
Word Reading and fluency	Develop phonological awareness through rhyme, rhythm and alliteration. Join in with repeated refrains and patterned language. Handle books carefully and turn pages correctly.	Blend sounds to read simple words matched to phonic knowledge. Read simple sentences with increasing accuracy. Re-read familiar texts to build fluency.	Apply phonic knowledge to decode unfamiliar words. Read common exception words accurately. Read aloud with increasing fluency and appropriate phrasing. Self-correct when reading does not make sense.	Read most words quickly and accurately without overt sounding out. Read longer texts with sustained fluency. Read aloud with expression, intonation and appropriate pace. Monitor reading for meaning and self-correct when necessary.
Literal Understanding and Retrieval	Talk about key events and characters in stories read aloud. Answer simple questions about what has happened.	Retell familiar stories in own words. Answer questions about characters, settings and main events.	Retrieve simple information from a text. Identify key events and basic information. Sequence events from a story.	Retrieve and record information clearly, selecting relevant details. Identify main ideas and key details. Summarise the main events or information in a text.
Inference and Interpretation	Talk about how characters might feel. Make simple comments about what might happen next.	Make simple inferences about characters' feelings and actions. Predict what might happen next based on story events.	Make simple inferences based on what is said and done. Predict what might happen next using clues from the text.	Make inferences about feelings, motives and reasons. Justify answers using evidence from the text. Refine predictions based on reading so far.
Vocabulary and Language	Learn and use new vocabulary through stories and conversation. Join in with repeated story language.	Discuss the meaning of new words encountered in stories. Use newly learned vocabulary in discussion.	Discuss the meaning of words and link them to prior knowledge. Begin to explore how word choice affects meaning.	Explain the meaning of words in context. Discuss how language choices affect meaning and create imagery. Explore similarities and differences in word meaning.

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	Nursery	Reception	Year 1	Year 2
Authorial awareness and Response	Notice repeated patterns and refrains in stories. Express simple preferences about stories.	Talk about how stories are organised. Recognise differences between stories and information texts. Express opinions about texts with simple reasons.	Recognise basic features of different text types. Discuss why an author has chosen certain words or events. Make simple connections between texts.	Discuss how structure and language support the purpose of a text. Explain personal responses with reference to the text. Compare texts and identify similarities and differences.

Progression in Substantive Knowledge

	Nursery	Reception	Year 1	Year 2
Phonological awareness and Phonic Knowledge	Know that words are made up of sounds. Develop awareness of rhyme, rhythm and alliteration. Begin to recognise some familiar letters.	Know Phase 2–4 grapheme–phoneme correspondences. Blend sounds to read simple words. Know that some words cannot be sounded out and must be remembered.	Know Phase 5 grapheme–phoneme correspondences. Know Year 1 common exception words. Understand that unfamiliar words can be decoded using phonics knowledge.	Know a wide range of spelling patterns and Year 2 common exception words. Understand that decoding becomes increasingly automatic and supports fluency
Print Concepts and Book Knowledge	Know that print carries meaning. Know that text is read from left to right and top to bottom. Handle books correctly and turn pages sequentially.	Know that sentences are made up of words separated by spaces. Track text from left to right. Know that books have titles and authors.	Know the difference between fiction and non-fiction. Know that non-fiction texts may include headings and captions.	Know that different text types have distinctive structural features (e.g. diary, report, persuasive text). Understand how layout supports meaning.

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	Nursery	Reception	Year 1	Year 2
Text Structure and Organisation	Know that stories have characters and events. Recognise repeated patterns in stories.	Know that stories have a beginning, middle and end. Know that information texts present facts about a subject.	Know that narratives follow a clear sequence of events. Know that non-fiction texts are organised to present information clearly.	Know that narratives include opening, build-up, problem and resolution. Know that information can be grouped under headings and organised into sections.
Vocabulary Knowledge	Learn new vocabulary through stories and conversation. Recognise repeated story language.	Know that words have specific meanings. Understand and use new vocabulary introduced through stories.	Know that words can have similar or related meanings. Understand that some words describe actions, feelings or settings.	Know that word meaning can be influenced by context. Understand that authors choose words deliberately for effect. Recognise simple figurative language in poetry and narrative.
Comprehension Knowledge (Literal and Inferential)	Know that stories contain characters and events. Understand that questions can be answered by recalling what has happened.	Know that information can be retrieved from a text. Understand that characters have feelings and motivations.	Know that answers can be found directly in a text or inferred from what is said and done. Know that events can be sequenced logically.	Know that inferences should be supported with evidence from the text. Understand that main ideas can be identified and summarised.
Reading behaviours and fluency knowledge	Know that reading involves looking carefully at text and pictures. Join in with repeated refrains.	Know that blending supports word reading. Re-read familiar texts to improve fluency.	Know that fluent reading supports understanding. Understand the importance of expression and phrasing.	Know that reading with expression reflects understanding. Understand that reading accuracy, pace and phrasing support meaning.