Dunchurch Boughton C of E Infant Academy and Nursery
Reading Curriculum

At Dunchurch Boughton C of E Infant Academy and Nursery, we understand that reading skills are central to the school curriculum, with children being taught both word level and comprehension skills. Children are taught early book skills in nursery such as talking about a picture and holding a book correctly. The children in nursery also learn early reading skills through rhythm and rhyme activities and oral blending and segmenting. These skills are then built upon as children learn to read in later year groups, always using the strategy of using phonics skills to decode words that are not read on sight. Children in reception and year one take home one reading book per week that is linked to the phonics taught in the class that week. It is an expectation that this book is read several times over the course of the week, building the child's fluency and spotting the key graphemes within words in the book. Once secure with the phonics book, children have the opportunity to read further books at the same level to support reading breadth and depth. Year two children take home reading books to practise their reading, matched to their individual reading level. Items such as phoneme spotters or phonics books may also be used when children are taught new graphemes. Along with reading skills taught within identified lessons, children throughout the school all have an identified reading time within their timetables. During this time, the class teacher reads the class a mixture of fiction, non-fiction and poetry texts to expose children to a wide range of high-quality texts, increasingly complex vocabulary and to promote reading for enjoyment. Children in nursery also take part in a daily rhyme time to help the children develop language acquisition, speech development and sound discrimination. All curriculum subjects taught in school promote high standards of language and literacy.

This progression map should be read in conjunction with:

- Phonics progression map
- English vocabulary progression
- Little Wandle scheme of work
- Phonics and reading policy

Aims

Throughout the Reading curriculum children will:

- Experience an immersion in high quality texts
- Quickly sound out and blend unfamiliar words with confidence, with an application of taught phonics skills
- Learn how to read age appropriate texts easily and fluently
- Read and comprehend increasingly complex vocabulary
- Recognise and joining in with predictable phrases
- Make predictions

- Develop a good understanding of what they have read
- Be encouraged to link what they read or hear to their own experiences
- Develop the habit of reading widely and often, for both pleasure and information
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently during class reading time
- Have the opportunity to visit the library on a weekly basis

Children will also apply their knowledge of reading throughout other subjects in the curriculum, such as history or science, where they will demonstrate age-appropriate skills.

	Nursery Rising 3s	Nursery Pre-School	Reception	Year 1	Year 2
Pre-reading skills	Enjoys rhyming and rhythmic activities, using instruments and clapping to join in with beats, songs and nursery rhymes.	Spots and verbally continues a rhyming string.			
		Recognises rhythm in spoken words.			
	Shows an interest in books and print in the environment.	Listens to stories with increasing attention and recall.			
		Knows that print carries meaning and in English is read from left to right and top to bottom.			
	Handles books carefully.	Recognises alliteration e.g. recognises objects from a group with the same initial sound - bat, bug and box.			
	Holds the book the correct way up and turns the pages from left to right.	Can name different parts of a book - cover, title, author and page number.			
		Can orally blend words e.g. when an adult says			

		c-oa-t the child responds with coat.			
		Can clap, count or represent the number of syllables in a word.			
		Hears and says the initial sounds in words.			
Word reading	Begins to recognise some letter shapes from their own name.	Recognises familiar words and signs such as their own name.	Name individual letters and blend the graphemes to read words, including single syllable words and those that are polysyllabic.	Recognise the phase 5 phonemes taught, using their phonic knowledge to decode words.	Recognise all phonemes taught, using their phonic knowledge to decode words, including polysyllabic words.
			Recognise the phase 2 and 3 graphemes taught, using their phonic knowledge to decode words, including real and nonsense words.		
			Read words containing adjacent consonants and phase 3 digraphs and trigraphs.	Read words containing adjacent consonants and phase 5 digraphs, including real and nonsense polysyllabic words.	
		Knows information can be relayed in the form of print for different purposes such as a menu, signs, a logo, recipe or letter	Use phonic knowledge as the main route to decoding unknown words with phonemes taught so far.	Use phonic knowledge as the main route to decoding unknown words with phonemes taught so far.	Use phonic knowledge as the main route to decoding unknown words with phonemes taught so far.
			Use the strategy of chunking to read longer and compound words.	Read words containing the taught suffixes of -er, -ed, -ing and -est where no changes in the route word are required.	Read words containing the taught suffixes of -er, -ed, -ing , -ly, -ment, -ness, -ful, -y, -s, -es, -less and -est where spelling changes in

					the route word are required.
			Read the Reception tricky words (Little Wandle – see Phonics Progression Grid).	Read year 1 tricky words (Little Wandle – see Phonics Progression Grid).	Read year 2 common exception words (see Phonics Progression Grid).
				Read most of the first 100 high frequency words.	Read all of the first 100 high frequency words and move onto reading the next 200 words.
				Read simple contractions, recognising that the apostrophe represents a missing letter / s.	Read contractions, recognising that the apostrophe represents a missing letter / s.
			Read words and sentences containing aspects from the columns above accurately and fluently, re reading books to build up the confidence, fluency, prosody, understanding and enjoyment.	Read words and sentences containing aspects from the columns above accurately and fluently with prosody.	Read words and sentences containing aspects from the columns above accurately and fluently with prosody.
			With the support of an adult, re-read what is read to make sure it makes sense.	Begin to self correct inaccurate reading to ensure it makes sense.	Self correct inaccurate reading to ensure it makes sense.
	Joins in with some familiar nursery rhymes and chants when they are verbalised by an adult.	Sing nursery rhymes and chants by heart.	Join in with and recognise repeated words and phrases when reading books.	Continue to use the strategy of chunking to read longer and compound words.	Recite some poems by heart with appropriate intonation.

	Begin to join in with simple repeated words and phrases in books when they are read to.	Joins in with reading repeated words and phrases in books when they are read to.	Children join in with rhymes and chants that they can sing / say by heart.	Recite some simple poems and rhymes by heart.	Read homophones and near homophones, understanding the differences in pronunciation and meaning
			It is expected that children will leave Reception reading within the phase 3 or 4 sets of books with accuracy and prosody.	It is expected that children will leave Year 1 reading within the phase 5 set of books with accuracy and prosody.	It is expected that children will have moved beyond the phonetically decodable reading books by the end of KS1.
Comprehension	With the scaffolding of an adult, re-enacts stories they have heard in their play.	Re-enacts stories they have heard in their play.	Understands the simple structure of a story e.g. beginning, middle and end.	Retell stories and explain what has happened so far in books that they have read, using vocabulary from the book and referring significant events.	Retell stories and explain what has happened so far in books that they have read, using vocabulary from the book and referring events in increasing detail.
			Re-enacts and reinvents stories they have heard in their play.		
			Demonstrates an understanding of what has been read by retelling stories using their own words and recently introduced vocabulary.	Discuss new word meanings, making links with words that are already known.	Learn word meanings for increasingly complex vocabulary.
			Read and demonstrate an understanding of simple sentences using the GPC taught.	Link what has been read to their own experiences.	Discuss the sequence of events in books and how items of information are related, including cause and effect e.g. how earlier events caused a character to act that way.
		Can recall some details from a book read to them	Recall key events from books they have read e.g. the beginning, middle and end.		Effectively summarise books that they have read e.g. into 5 key sentences.

		Talk about a familiar books and tell a long story e.g. recalls key details from the three main parts of the story	Identify and read the title of a book.	Begin to discuss the significance of the title in age appropriate books.	Identify the significance of the title in age appropriate books, making links to key events.
	Can talk about the book they have read e.g. might say the name of the main character	Describes main settings, events and characters in an age appropriate way e.g. might describe Goldilocks as being in the 3 Bears' house and the simple actions Goldilocks took.	Begin to answer simple verbal questions that involve remembering information about key events from a text.	Answer verbal retrieval questions in books that have been read independently or together as a group or class.	Answer verbal and written retrieval questions in books that have been read independently or together as a group or class.
			Begin to make simple verbal inferences together as a group.	Answer verbal inference and deduction questions in books that have been read independently or together as a group or class.	Answer verbal and written inference and deduction questions in books that have been read independently or together as a group or class.
			State a personal preference	Begin to make links between books and those with similar themes, characters, authors etc. as a detailed response.	Make links between books and those with similar themes, characters, authors etc. as a detailed response.
		Suggests something that might happen in a story.	Suggests the next key event that might happen or how the story might end.	Make a prediction about what might happen within a book.	Make increasingly detailed predictions about what might happen within a book, basing it on what has been read so far.
				Identify examples of adjectives within a text, linking this to their grammar lessons.	Identify examples of expanded nouns, verbs, adverbs, nouns, adjectives within a text, linking this to their grammar lessons.
					Discuss words and phrases that capture the readers interest.

	Attentively listen to stories read by adults, being exposed to new vocabulary.	Attentively listen to and engage in extended conversations about stories, learning new vocabulary.	Uses spoken vocabulary that is increasingly influenced by a range of books.	Discuss favourite words and phrases, giving reasons for their choices.	Discuss and clarify meanings of new words, linking new meanings to known vocabulary.
			Knows that information can be retrieved from books.	Identify a book as fiction or non-fiction, giving reasons to explain why.	Identify features of an increasing range of fiction, non-fiction and poetry texts. Understand that non-fiction books can be organised in different ways.
					Demonstrate stamina for reading by reading chapter books; returning at different points in time and discussing what has been read so far.
	Share personal opinions about books from a range of genres, including those beyond which they can read independently.				

Appendices:

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /**oo**/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

where reading year 1 common exceptior

where reading year 2 common exceptior

100 High Frequency Words

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an

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200 High Frequency Words

across
after
again
air
along
am
animals
another
any
around
away
baby
bad
bear
because
bed
been
before
began
best
better
birds
boat
book
box
boy
can't
car
cat
clothes
cold
coming
couldn't
cried
dark
did
didn't
different
dog
door
dragon
duck
each
eat
eggs
end
even
ever
every
everyone
eyes
fast
feet
fell
find
first
fish
floppy
fly
food
found
fox
friends
fun
garden
gave
giant
girl
going
gone
good
gran
grandad
great
green
grow
hard
has
hat
he's
head
home
horse
hot
how
I'll
I've
inside
its
jumped
keep
key
king
know
last
laughed
let
let's
liked
live
lived
long
looking
looks
lots
magic
man
many
may
miss
more
morning
most
mother
mouse
much
must
narrator
need
never
new
next
night
one
only
or
other
our
over
park
place
plants
play
please
pulled
queen
rabbit
ran
really
red
right
river
room
round
run
sat
say
school
sea
shouted
sleep
small
snow
something
soon
still
stop
stopped
suddenly
sun
take
tea
tell
than
that's
there's
these
thing
things
think
thought
three
through
told
took
top
town
tree
trees
two
under
us
use
want
wanted
water
way
well
we're
where
which
white
who
why
wind
window
wish
work
would
yes

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