



# Wootton Bassett Infants' School

## Whole School Reading Progression

	<p><b><u>EYFS</u></b>  <b>Three to four year olds</b>  <b>Reception</b>  <b>ELG</b></p> <p>The most relevant statements for reading are taken from the following areas of learning: • Communication and Language • Literacy • Expressive Arts and Design • Understanding the World</p>	<b><u>KS1</u></b>	
		<b>Year 1</b>	<b>Year 2</b>
<b>Topics</b>	What makes me amazing Sensational seasons Nursery Rhymes Dinosaurs Beside the Seaside Ready, Steady Grow	Alice in Wonderland Out of this World (space) Who's the King of the Castle? Glorious Gardens	The Lion, The Witch and The Wardrobe Charlie and the Chocolate Factory Islands

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phonics and word reading	<p style="text-align: center;">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. <b>(Literacy)</b></p> <p style="text-align: center;">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.                  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <b>(Literacy)</b></p> <p style="text-align: center;">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. <b>(Literacy)</b></p>	<p>To apply phonic knowledge and skills as the route to decode words.                  To blend sounds in unfamiliar words using the GPCs that they have been taught.                  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.                  To read words containing taught GPCs.                  To read words containing -s, -es, -ing, -ed and -est endings.                  To read words with contractions, e.g. I'm, I'll and we'll</p>	<p>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 accurately read most words of two or more syllables.                  To read most words containing common suffixes.*</p>
Common Exception Words	<p style="text-align: center;">Read a few common exception words matched to the school's phonic programme. <b>(Literacy)</b></p>	<p style="text-align: center;">To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p style="text-align: center;">To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>

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<b>Fluency</b>	<p style="text-align: center;">Understand the five key concepts about print:</p> <p style="text-align: center;">Print has meaning</p> <p style="text-align: center;">Print can have different purposes</p> <p style="text-align: center;">We can read English text from left to right and from top to bottom</p> <p style="text-align: center;">The names of different parts of a book</p> <p style="text-align: center;">Page sequencing</p> <p style="text-align: center;">Develop their phonological awareness, so that they can:</p> <p style="text-align: center;">Spot and suggest rhymes</p> <p style="text-align: center;">Count or clap syllables in words</p> <p style="text-align: center;">Recognise words with the same initial sound, such as money and mother <b>(Literacy)</b></p> <p style="text-align: center;">Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p style="text-align: center;">Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p style="text-align: center;">Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <b>(Literacy)</b></p> <p style="text-align: center;">Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>(Literacy)</b></p>	<p style="text-align: center;">.To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p style="text-align: center;">To reread texts to build up fluency and confidence in word reading.</p>	<p style="text-align: center;">To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p style="text-align: center;">To reread these books to build up fluency and confidence in word reading.</p> <p style="text-align: center;">To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding and correcting accuracy</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. <b>(Communication and Language)</b></p> <p>Engage in extended conversations about stories, learning new vocabulary. <b>(Literacy)</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <b>(Communication and Language)</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <b>(Literacy: comprehension)</b></p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>
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<p>Comparing, Contrasting and Commenting</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. <b>(Communication and Language)</b></p> <p>Compare and contrast characters from stories, including figures from the past. <b>(Understanding the World)</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <b>(Communication and Language: listening, attention and understanding)</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <b>(Communication and Language: speaking)</b></p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information</p>
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<p>Words in Context and Authorial Choice</p>	<p>Use a wider range of vocabulary. <b>(Communication and Language)</b></p> <p>Engage in extended conversations about stories, learning new vocabulary. <b>(Literacy)</b></p> <p style="text-align: center;">Learn new vocabulary.</p> <p style="text-align: center;">Use new vocabulary throughout the day.</p> <p style="text-align: center;">Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p style="text-align: center;">Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p style="text-align: center;"><b>(Communication and Language)</b></p> <p style="text-align: center;">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <b>(Communication and Language: Speaking)</b></p> <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <b>(Literacy: Comprehension)</b></p>	<p>To discuss word meaning and link new meanings to those already known</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p style="text-align: center;">Word of the Day</p>
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<b>Inference and Prediction</b>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (<b>Communication and Language</b>)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (<b>Communication and Language: Speaking</b>)</p> <p>Anticipate (where appropriate) key events in stories. (<b>Literacy: Comprehension</b>)</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>Answer question stems: How do you know that...?          Why do you think that...?          When do you think...?          How can you tell that...?          How do you feel about...?          Explain why...?          Why did...?</p>
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<p>Poetry and Performance</p>	<p style="text-align: center;">Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <b>(Communication and Language)</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know <b>(Expressive Arts and Design)</b></p> <p style="text-align: center; color: blue;">Engage in story times.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>
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	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs. <b>(Communication and Language)</b></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. <b>(Expressive Arts and Design)</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary <b>(Literacy: Comprehension)</b></p> <p>Make use of props and materials when role playing characters in narratives and stories <b>(Expressive Arts and Design: Creating with Materials)</b></p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. <b>(Expressive Arts and Design: Being Imaginative and Expressive)</b></p>		
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Non-Fiction	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <b>(Communication and Language)</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <b>(Communication and Language: Speaking)</b></p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <b>(Literacy: Comprehension)</b></p>		To recognise that non-fiction books are often structured in different ways.
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## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

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## Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

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### Year 2 suffixes -ment, -ness, -ful, -less and -ly

If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.

#### Exceptions:

(1) argument

(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.

enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily