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**Heathcoat Primary School**

**English (Reading) Curriculum – Progression of Key Skills and Knowledge**

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| Date | Review date | Subject leaders |
| 1.7.2021 | July 2022 | Scott Pitt and Michala Firth |
| It is our intention that pupils will be taught a curriculum that fosters a love of reading, enables children to read accurately and fluently, and with a good level of comprehension.    We intend that:  • Every pupil will learn to read, regardless of their background, needs or abilities.  • Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction.  • Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.  • Staff have clear expectations of pupils’ phonics progress term by term, from Reception to Year 2.  • The sequence of reading books shows cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme.  • Teachers will give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.  • All children are exposed to a breadth of high-quality texts during the writing teaching sequences which includes text analysis and deconstruction.    It is our aim at Heathcoat Primary School that through the teaching of reading and the shared reading experiences, children develop a love of reading and become enthusiastic readers. | | |

**Curriculum Organisation**

At Heathcoat Primary School, children begin learning phonics skills in Nursery using the Read, Write, Inc. Phonics Nursery programme. In Reception, children continue to develop their phonics skills and knowledge using Read, Write, Inc. Phonics programme, which continues until the autumn term of Year 2.

In Key Stage Two, children are taught reading through daily guided reading sessions. They are also supported to make appropriate book choices when reading for pleasure by using Accelerated Reader.

All children have access to a daily class read, where teachers read aloud a range of fiction, non-fiction and poetry to the class, choosing texts from the reading spine that includes books from our literary heritage as well as books containing a divere range of characters and authors that reflects the diversity of British society.

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| Progression Map | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Spoken Language | | | | | |
| Across all year groups and across all areas of the National Curriculum, children will be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate, with a strong focus on developing a broader, deeper and richer vocabulary. At an appropriate level and through opportunities to work in pairs, small groups, large groups and whole class, children will be taught to:   * Listen and respond effectively to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Use relevant strategies to build their vocabulary. * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Participate in discussions, presentations, performances, role play, improvisation and debates. * Gain, maintain and monitor the interest of the listener(s). * Consider and evaluate different viewpoints, attending to and building on the contributions of others. * Select and use appropriate registers for effective communication. | | | | | |
| Reading (Word Reading) | | | | | |
| Apply phonics knowledge and skills as the route to **decode** words.  Respond **speedily** with the correct sound to **graphemes** for all 40+ **phonemes**, including alternative sounds for graphemes.  Read **accurately** by **blending** sounds in unfamiliar words containing **Grapheme-Phoneme Correspondences** (GPCs) that have been taught.  Read **common exception words**, noting unusual correspondences between spelling and sound.  Read words containing taught GPCS and -s, -es, -ing, -ed, -er and -est **suffixes**.  Read other words of more than one **syllable** that contain taught GPCs.  Read words with **contractions** and understand that the **apostrophe** represents the omitted letter(s).  Read **aloud** accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.  Re-read these books to build up their **fluency** and **confidence** in word reading, beginning to demonstrate appropriate **intonation** and **expression**.  Children who struggle or fail to successfully demonstrate word reading skills will be supported through appropriate intervention. | Continue to apply phonic knowledge and skills as the route to **decode** words until **automatic decoding** has become embedded and reading is **fluent**.  Read **accurately** by **blending** the sounds in words that contain the graphemes taught so far, especially recognising **alternative sounds for graphemes**.  Read accurately words of two or more **syllables** that contain the same graphemes as above.  Read words containing common **suffixes**.  Read further **common exception words**, noting unusual correspondence between spelling and sound.  Read most words **quickly** and **accurately**, without overt sounding and blending, when they have been frequently encountered.  Read **aloud** books closely matched to their improving phonic knowledge, **sounding out** unfamiliar words **accurately**, **automatically** and without undue hesitation.  Re-read books to build up their **fluency** and confidence in reading, demonstrating appropriate **intonation** and **expression**.  Children who struggle or fail to successfully demonstrate word reading skills will be supported through appropriate intervention. | Apply their growing knowledge of **root words**, **prefixes** and **suffixes** (**etymology** and **morphology**) as listed in the National Curriculum, Appendix 1, both to read aloud and to understand the meaning of new words they meet.  The teaching of comprehension should now take precedence over teaching word reading directly.  Any focus on word reading should support the development of **vocabulary**.  When children are taught to read longer words, they should be supported to test out different **pronunciations**.  Children who struggle or fail to successfully demonstrate word reading skills will be supported through appropriate intervention. | | Apply their growing knowledge of **root words**, **prefixes** and **suffixes** (**etymology** and **morphology**) as listed in the National Curriculum, Appendix 1, both to read aloud and to understand the meaning of new words they meet.  There should be no need for further direct teaching of word reading skills for almost all children.  Attention should be paid to new **vocabulary**, both a word’s meaning(s) and its correct **pronunciation**.  Children who struggle or fail to successfully demonstrate word reading skills will be supported through appropriate intervention. | |
| Reading (Comprehension) | | | | | |
| Develop **pleasure** in reading, **motivation** to read, vocabulary and understanding.  Children to demonstrate comprehension in books that they **read themselves** and books that are **read to them**.  Listen to and discuss a range of **poems**, **stories** and **non-fiction** at a level beyond that at which they can read independently.  Link what they have read or hear read to their **own experiences**.  Become familiar with key **stories**, **fairy sorties**, **traditional tales**, retelling them and considering their particular characteristics.  Recognise and join in with **predictable phrases**.  Appreciate **rhyme** and poems, and to **recite** some by heart.  Discuss word meanings and **vocabulary**.  Draw on what they already know or on background information and vocabulary provided by the teacher to **understand texts** that they read and hear.  Check that they text makes sense to them as they read and **correct inaccurate reading**.  Discuss the significance of the **title** and **events**.  Make **inferences** on the basis on what is being said and done.  **Predicting** what might happen on the basis of what has been read so far.  Participate in **discussions** about what is read to them, taking turns and listening to what others say.  Explain clearly their **understanding** of what is read to them. | Develop **pleasure** in reading, **motivation** to read, vocabulary and understanding.  Children to demonstrate comprehension in books that they **read themselves** and books that are **read to them**.  Listen to, discuss and express views about a range of **contemporary** and **classic poetry**, **stories** and **non-fiction** at a level beyond that at which they can read independently.  Discuss the **sequence of events** in books and how items of information are related.  Become increasingly familiar with, and **retell**, a range of **stories**, **fairy stories** and **traditional tales**.  Explore **non-fiction books** that are structured in different ways.  Recognise simple **recurring literary language** in stories and poetry.  Discuss and clarify the meanings of words, linking new meanings to known **vocabulary**.  Discuss their favourite words and phrases.  Build up a **repertoire of poems learned by heart**, reciting some with appropriate **intonation** to make the meaning clear.  Draw on what they already know or on background information and vocabulary provided by the teacher to **understand texts** that they read and hear.  Check that the text makes sense to them as they read and **correct inaccurate reading**.  Make **inferences** on the basis on what is being said and done.  **Predicting** what might happen on the basis of what has been read so far.  Answer and ask questions about the text.  Participate in **discussions** about what is read to them, taking turns and listening to what others say.  Explain and discuss their **understanding** of books, poems and other material, both those they listen to and those they read themselves. | Develop **positive attitudes** to reading and understanding of what they read.  Listen to and discuss a range of **fiction**, **poetry**, **plays**, **non-fiction** and **reference books** or **textbooks**.  Read books that are **structured in different ways** and read for a **range of purposes**.  Use **dictionaries** to check the meaning of words that they have read.  Increase their familiarity with a range of books, including **fairy stories**, **myths and legends**, and **retell** some of these orally.  Identify **themes** and **conventions** in a range of books.  Prepare **poems** and **play scripts** to read aloud and to **perform**, showing understanding through **intonation**, **tone**, **volume** and **action**.  Discuss words and phrases that capture the reader’s interest and imagination.  Recognise some different **forms of poetry**, such as free verse and narrative poetry.  Check that the text makes sense and discuss their understanding and explain the **meaning of words** in context.  Ask **questions** to improve their understanding of a text.  Draw **inferences** such as inferring characters’ **feelings**, **thoughts** and **motives** from their actions, and **justify inferences with evidence**.  **Predict** what might happen from details stated and implied.  Identify main ideas drawn from more than one paragraph and **summarise** these.  Identify how **language**, **structure** and **presentation** contribute to meaning.  **Retrieve** and record information from non-fiction, using **contents pages**, **indexes** and **glossaries**.  Participate in **discussion** about both books that are read to them and those they can read for themselves, **taking turns** and **listening** to what others say. | | Maintain **positive attitudes** to reading and understanding of what they read.  Continue to read and discuss an increasingly wide range of **fiction**, **poetry**, **plays**, **non-fiction** and **reference books** or **textbooks**.  Read books that are **structured in different ways** and read for a **range of purposes**.  Increase their familiarity with a range of books, including **myths**, **legends** and **traditional tales**, **modern fiction**, fiction from our **literary heritage**, and books from **other cultures and traditions**.  Recommend books that they have read to their peers, giving reasons for their choices.  Identify **themes** and **conventions** in and across a range of books.  Make **comparisons** within and across books.  Learn a wider range of **poetry by heart**.  Prepare **poems** and **play scripts** to read aloud and to **perform**, showing understanding through **intonation**, **tone**, **volume** and **action**.  Check that the text makes sense and discuss their understanding and explore the **meaning of words** in context.  Draw **inferences** such as inferring characters’ **feelings**, **thoughts** and **motives** from their actions, and **justify inferences with evidence**.  **Predict** what might happen from details stated and implied.  **Summarising** the main ideas drawn from **more than one paragraph**, identifying key details that support the main ideas.  Identify how **language**, **structure** and **presentation** contribute to meaning.  Discuss and **evaluate** how authors use language, including **figurative language**, and consider the impact on the reader. Use technical terms such as **simile**, **metaphor**, **analogy**, **imagery**, **style** and **effect**.  Distinguish between statements of **fact** and **opinion**.  **Retrieve**, record and present information from non-fiction, using **contents pages**, **indexes** and **glossaries**.  Participate in **discussion** about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and **challenging views courteously**.  Explain and discuss their understanding of what they have read, including through **formal presentations** and **debates**, maintaining a focus on the topic and using notes where necessary.  Provide **reasoned justifications** for their views. | |
| Vocabulary | | | | | |
|  | | | | | |
| Decode, grapheme, phoneme, grapheme-phoneme correspondence,  common exception word, syllable, contraction, apostrophe, accuracy, fluency, intonation and expression, comprehension, poems, stories/fiction, non-fiction, fairy tales, traditional tales, rhyme, recite, vocabulary, prediction, inference. | Decode, automatic decoding, fluent, accurate, sounding out, blending, alternative sounds, syllables, suffix, common exception word, intonation, expression, comprehension, poems, stories/fiction, non-fiction, fairy tales, traditional tales, rhyme, recite, vocabulary, prediction, inference, sequence of events. | Root word, suffix, prefix, etymology, morphology, vocabulary, pronunciation, fiction, non-fiction, poetry, play script, reference book, text book, dictionary, perform, intonation, expression, tone, volume, action, inference, justify, evidence, predict, summarise, retrieve, discuss, theme, convention, contents page, index, glossary. | | Root word, suffix, prefix, etymology, morphology, vocabulary, pronunciation, fiction, non-fiction, poetry, play script, reference book, text book, dictionary, perform, intonation, expression, tone, volume, action, inference, justify, evidence, predict, summarise, retrieve, discuss, theme, convention, contents page, index, glossary, evaluate, figurative language, simile, metaphor, analogy, imagery, style, effect, formal presentation, debate, reasoned justification. | |

A more detailed outline of progression in the Read, Write, Inc. Phonics programme can be found in the tables below.

**Table 1**

An overview of a child’s journey through the Read, Write, Inc. Phonics programme, including below, expected and better than expected progress.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Children’s Progression Through the Read, Write, Inc. Phonics Programme** | | | | | | | | |
| **Reception** | | | **Year 1** | | | **Year 2** | | |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| Working below ARE | Set 1 words & word time 1, 2, 3 | Set 1 words & word time 1, 2, 3, 4, 5 | Set 1 blending, ditties | Set 1 and 2, green books | Set 2, purple books | Set 2 (read some set 3), pink/orange books | Set 2 (read and spell set 3), orange books | Set 2 (read and spell set 3), yellow books | Set 2 (all set 3 and spell some), blue books |
| **Working at ARE** | Set 1 words & word time 1, 2, 3, 4, 5 | Set 1 words & word time 6, 7, **ditties** | Set 2 **green**/**purple** books | Set 2 (read some set 3), **pink/orange** books | Set 2 (read most set 3), **yellow** books | Set 2 (read and spell all set 3), **blue** books | Set 2 (read and spell set 3), **grey** books | Set 2 (read and spell set 3), **grey** books | Set 2 (read and spell set 3), **grey** books |
| Working above ARE | Set 1 words & word time 6, 7, ditties | Set 2, green/purple books | Set 2 pink/orange books | Set 2 (read most set 3), yellow books | Set 2 (read all set 3 and spell some), blue books | Set 2 (read and spell all set 3), grey books | Read, Write, Inc. Comprehension | | |

**Table 2**

A detailed progression of the Read, Write, Inc. Phonics programme, outlining taught and assessment information.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expectation** | **Group** | **Words** | **Children can read…** | **Teachers teach…** | **Next assessment** |
|  | Set 1a |  |  | Set 1 single letter sounds and word time 1.1 - 1.3 | Most set 1 single letters |
| Reception (October) | Set 1b |  | Most set 1 single sounds | Teach single letter gaps and word time 1.1 - 1.4 | Oral blending |
| Reception (December) | Set 1c |  | Most set 1 single sounds  Can orally blend | Teach single letter gaps  Word time 1.1 - 1.5  Sound blending books 1 - 5 | Blending CVC words |
| Reception (February) | Ditty |  | Set 1 speedily  Fred Talk CVC | Set 1 special friends  Review word time 1.1 - 1.4  Teach 1.5 - 1.6  Ditty copy masters 1 - 10  Sound blending books 6 - 10 | Read all set 1, including special friends speedily  Fred talk green words  3 sound Nonsense words with Fred talk |
| Reception (April) | Red |  | Set 1 speedily  Fred Talk CCVC / CVCC  Nonsense CVC words | Review set 1 sounds  Review word time 1.1 - 1.5  Teach word time 1.6 - 1.7  Read red books  Speedy green words  Ditty master copies 11 - 20 (if needed) | Read words with 4 or 5 sounds  Green words with Fred talk  Read 3 and 4 sounds nonsense words with Fred talk |
| Reception (May)  Reception (July) | Green | 70-100 | Fred Talk 4 or 5 sounds, including special friends set 1  Nonsense words 3 or 4 sounds, including special friends set 1 | Teach set 2 sounds  Review set 1 speedily  Read green words | Read words with 4 or 5 sounds set 1 speedily  Read the first 6 sounds in set 2 (ay, ee, igh, ow, oo, oo) speedily  Read these sounds in Fred talk with green words and nonsense words |
| Reception (July)  Year 1 (October) | Purple | 70-100 | Speedy read green words | Teach set 2 sounds (ay, ee, igh, ow, oo, oo)  Review set 1 speedily  Read green words speedily | Read words with 4 or 5 sounds set 1 speedily  Read the first 6 sounds in set 2 (ay, ee, igh, ow, oo, oo) speedily  Read these words in Fred talk and with green words and nonsense words |
| Year 1 (December) | Pink | 150 | Read the first 6 sounds in set 2 (ay, ee, igh, ow, oo, oo) speedily  Fred Talk | Review set 2 (ay, ee, igh, ow, oo, oo)  Teach set 2 (ar, or, air, ir, ou, oy)  Read green words speedily | Read the last 6 sounds in set 2 (ar, or, air, ir, ou, oy) speedily  Read these sounds in Fred talk with green words and nonsense words  Read (ay, ee, igh, ow, oo, oo) in green words speedily |
| Year 1 (February) | Orange | 150 | Read all set 2 sounds speedily  Read green word speedily  Fred talk nonsense words | Teach set 3 and corresponding green word cards (a\_e, ea, i\_e, o\_e, u\_e, oi)  Nonsense words | Read set 2 sounds in green words speedily  Read set 2 sounds in nonsense words with Fred talk |
| Year 1 (April) | Yellow | 250 | Read all set 2 sounds speedily  Read green word speedily  Fred talk nonsense words | Teach set 3 and corresponding green word cards (a\_e, ea, i\_e, o\_e, u\_e, oi)  Nonsense words | Read first 6 set 3 sounds (a\_e, ea, i\_e, o\_e, u\_e, oi)  Read with green and nonsense words with Fred talk  Read a passage at 70-80 words per minute, attempting intonation |
| Year 1 (July) | Blue | 300 | Read set 3 sounds (a\_e, ea, i\_e, o\_e, u\_e, oi) speedily  Read with green and nonsense words with Fred talk  Read a passage at 60-70 words per minute, attempting intonation | Teach set 3 (ai, oa, aw, ur, er, ire, ear, ure, ew, are, ow)  Review set 3 (a\_e, ea, i\_e, o\_e, u\_e, oi)  Review green words speedily  Nonsense words | Read all set 3 sounds speedily  Read set 3 sounds in nonsense words with Fred talk  Read a passage at 70-80 words per minute, attempting intonation |
| Year 1 (July)  Year 2 (December) | Grey | 350 | Read all set 3 sounds speedily  Read set 3 sounds in nonsense words with Fred talk  Read a passage at 70-80 words per minute, attempting intonation | Review set 1 - 3 sounds  Nonsense words | Read all set 3 in nonsense words with Fred talk  Read multi-syllabic green words speedily  Read a passage at 80-90 words per minute with intonation that shows comprehension |

**Table 3**

An outline of the English content found in each book and level of the Read, Write, Inc. Phonics programme.

|  |  |  |
| --- | --- | --- |
| **Read, Write, Inc. Level** | **Grapheme-Phoneme Correspondences and**  **Spelling Patterns** | **Expected Progress** |
| Ditties pages 1-12 | CVC words, including th, sh, ch | Reception autumn |
| Ditties pages 13-42 | CVC words, including th, sh, ch |
| Red Ditty Books | Initial consonant blends sp, fl, sl, cr, dr  Word endings -ss, -ll, -ck, -nk, -ve | Reception spring |
| Stories Set 1: Green | Short vowels  Consonants, including th, sh, ch  Double consonants ff and ll  Final consonants -ng, -ck, -nk, -tch | Reception summer |
| Stories Set 2: Purple | Short vowels  Consonants, including th, sh, ch  Double consonants ff, ll, ff, ss, zz  Final consonants -ng, -ck, -nk  Initial blends tr, st, bl, sp, sw, bl, fr, fl, cr, spl | End of Reception |
| Ditties pages 45-54, Stories Set 3: Pink | Double consonants tt, ll, ff, mm, pp  Final consonants -ve, -ng, -nk, -ck, -tch  Long vowels ay, ee, igh, ow, oo, ar, ow, oy  Root words with -ing, -ed, -s  Syllables | Year 1 autumn |
| Stories Set 4: Orange | Long vowels ay, ee, igh, ow, ue, oo, ar, ou, oy  or, air, ir  Root words with -ing, -ed, -s  Syllables | Year 1 autumn / spring |
| Stories Set 5: Yellow | Long vowel sounds ay, ee, igh, ow, oo  Compound words  Syllables | Year 1 spring / summer |
| Stories Set 6: Blue | Long vowel sounds ay, ee, igh, ow, ue, air, or, ir  oy, ar  Compound words  Syllables  Suffixes -ing, -ed, -s for plurals | Year 1 summer |
| Stories Set 7: Grey | ay, igh, oo, ow, ue, air, or, ir  ear  ire, -ture, -ure, our, tion, tious, cious, able, ible  Syllables  Suffixes: -ing, -ed, -s for plurals, -ly,  -er, -est, -y | Year 2 autumn |
| Read, Write, Inc. Comprehension Modules |  | Year 2 spring and summer |