







Emmbrook Infant School EYFS and KS1 Teaching of Reading Termly progression document

EYFS		
Autumn	Spring	Summer
Phonics RWI/ Spelling and comprehension (see RWInc and spelling progression document)	Phonics RWI/ Spelling and comprehension (see RWInc and spelling progression document)	Phonics RWI/ Spelling and comprehension (see RWInc and spelling progression document)
<p>Autumn Developing a love of Reading <u>Book corner</u>- links to half term theme (People who help us and festivals and celebrations) Using the library lesson Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc) Birthday books Children can bring in their books from home to be read at snack time or the end of the day. What book shall we read display (changed weekly) Weekly learning is linked to a book</p> 	<p>Spring Developing a love of Reading <u>Book corner</u>- links to half term theme (Tradition and Space) Using the library lesson Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc) Birthday books Book Week – Children fill out my favourite book sheet and bring in – class book is made for the book corner. Visiting Authors What book shall we read display (changed weekly) Weekly learning is linked to a book</p> 	<p>Summer Developing a love of Reading <u>Book corner</u>- <u>Book corner</u>- links to half term theme (Minibeasts and Dinosaurs) Weekly library Using the library lesson Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc) Birthday books What book shall we read display (changed weekly) Weekly learning is linked to a book</p> 



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<p>FS2</p> <p><u>Reading Retrieval</u></p> <ul style="list-style-type: none"> Phonics begins with initial sound recognition retell and sequence events(draw or match beginning, middle and end pictures) make predictions about a characters' actions or ending of story 	<p><u>Reading Retrieval</u></p> <ul style="list-style-type: none"> retell and sequence events(draw and simply write 1 or 2 words for beginning, middle and end) answer “find it” posed questions using simple text, identifying settings, endings make predictions about a characters' actions 	<p><u>Reading Retrieval</u></p> <ul style="list-style-type: none"> Display – I would recommend ... because Simple sentence writing for retelling and sequence events(draw and simply write 1 or 2 words for beginning, middle and end) make predictions about a characters' actions
<p><u>Focus Texts Structure and organisation</u></p> <ul style="list-style-type: none"> <u>Narrative</u>- identify setting and characters Beginning and endings/ compare books <u>Information texts</u> to know how to use information books and the difference between fiction and non fiction <u>Instructions</u> Follow or make simple 2 step instructions <u>Poetry</u> Notice rhyming pairs in books and poems. 	<p><u>Focus Texts Structure and organisation</u></p> <ul style="list-style-type: none"> <u>Narrative</u>- identify and label setting and characters, Beginning and endings/ compare books <u>Information texts</u> to know how to use information books and the difference between fiction and non fiction <u>Instructions</u> Follow or make simple 3 - 4 step instructions <u>Poetry</u> Notice rhyming pairs in books and poems. Create rhyming pair string 	<p><u>Focus Texts Structure and organisation</u></p> <ul style="list-style-type: none"> <u>Narrative</u>- identify and label setting and characters, Beginning and endings/ compare books <u>Information texts</u> to know how to use information books and the difference between fiction and non fiction <u>Instructions</u> Follow or make simple 3 - 4 step instructions <u>Poetry</u> Notice rhyming pairs in books and poems. Create rhyming pair string



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Year 1		
Autumn	Spring	Summer
Developing a love of Reading <u>Book corner-</u> Weekly library Using the library lesson Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc)	Developing a love of Reading <u>Book corner-</u> Weekly library Using the library lesson Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc)	Developing a love of Reading <u>Book corner-</u> Weekly library Using the library lesson Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc)



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<u>Reading retrieval</u> <ul style="list-style-type: none"> • retell and sequence events (*sequence pictures or use props) • answer simple “find it” posed questions about characters and events using illustrations and text • make predictions about content from cover/title 	<u>Reading retrieval</u> <ul style="list-style-type: none"> • retell and sequence events(draw beginning, middle and end pictures) • answer “find it” posed questions using simple text, identifying settings, endings • make predictions about a characters’ actions 	<u>Reading retrieval</u> <ul style="list-style-type: none"> • retell and sequence events(retell as a 3 or 5 part sentence story) • answer “find it” posed questions using illustration and text • make predictions about story conclusion
<u>Text structures</u> <ul style="list-style-type: none"> • Identify text organisation and structures: <u>Narrative</u>- identify setting and characters Beginning and endings/ compare books • <u>Information texts</u> • Use Title, illustrations and labels for information to answer questions • <u>Instructions</u> First, then, next sequential language/numbered <u>Poetry</u>	<u>Text structures</u>	<u>Text structures</u> <ul style="list-style-type: none"> •








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<p><u>Vocabulary</u> Oracy 12 tier 2 words introduced</p> <ul style="list-style-type: none"> Identify new vocabulary in reading associated with different genres Learn new definitions Link termly oracy word bank ambitious words tier 2 	<p><u>Vocabulary</u> Oracy 12 tier 2 words introduced</p> <ul style="list-style-type: none"> Identify new vocabulary in reading Definitions Link termly oracy word bank ambitious words tier 2 Identify recurring story language structures 	<p><u>Vocabulary</u> Oracy 12 tier 2 words introduced</p> <ul style="list-style-type: none"> Identify new vocabulary in reading Definitions and simple synonyms Link termly oracy word bank ambitious words tier 2 Discuss word choices and why the author might have chosen them-audience, capture these in their writing
<p><u>Inference</u></p> <ul style="list-style-type: none"> Make predictions as to story ending based on reading Make simple inferences as to character type (good/naughty etc) Drama-hot seating-explore characters Draw images in a characters think bubble as a class. 	<p><u>Inference</u></p> <ul style="list-style-type: none"> Make predictions as to a characters' actions in the story Drama -character conversations (pairs) draw speech bubbles. Pose why? set questions to develop opinions. 	<p><u>Inference</u></p> <ul style="list-style-type: none"> Make predictions as to possible different endings Drama/hot seating -3 questions you would like to ask a character. Compare two similar characters (appearance/behaviour) how are they alike? Pose "What might happen if?... questions and explain reasons
<p><u>Fluency</u></p> <ul style="list-style-type: none"> Three reads of a simple text developing exclamation and command prosody Echo reading of simple sentences 	<p><u>Fluency</u></p> <ul style="list-style-type: none"> Three reads of home school book Echo reading in small groups 	<p><u>Fluency</u></p> <ul style="list-style-type: none"> Echo reading -underline words for exclamation to show understanding and inference Goldilocks <u>stomped</u> up the stairs.



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Year 2		
Autumn	Spring	Summer
<p>Developing a love of Reading</p> <p><u>Book corner</u>- under the sea reading cave Weekly library Non fiction/fiction themed books-oceans Using the library lesson Book choice corner library Meeting with parents around supporting reading Snack time and storytime texts (text rationale doc)</p>	<p>Developing a love of Reading</p> <p><u>Book Corner</u> – Bakery World Book day-dress up Book day quiz Visiting authors weekly library Historical book library-fire of London Meeting with parents around supporting reading</p>	<p>Developing a love of Reading</p> <p><u>Book corner</u>- space tree nest Book review day Yr 2 book club-reviews Reading reward Meeting with parents around supporting reading (end of year expectation/ assessment)</p>
 	 	



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<u>Reading retrieval</u> <ul style="list-style-type: none"> sequence events by ordering sentences from a story answer “find it” posed question about character, setting and key eventss(show me in the text where it says..?” make predictions based on title, and blurb asked questions to increase understanding (write three things you would like to discover when reading this book) skim and scan text for key words (fastets finger exercise visualaise what is beig read read a poem/text/non fiction and draw illustrations 	<u>Reading retrieval</u> <ul style="list-style-type: none"> Summarise the key points in a story- draw /note take/ 3 main points skim read to find specific WORDS –names, captions, titles. Using contents, index and glossary <u>check the text makes sense when reading and correct any inaccurate reading</u> <ul style="list-style-type: none"> Visualise what is being read (Draw/ discuss characters’ appearance, and the events that happen to them, using details from the text . illustrate a poem <u>Prediction</u> <ul style="list-style-type: none"> Make simple predictions about a characvter’s motives based on reading. (GDS) I can update and modify predictions about the events, characters or ideas in a text on a regular basis throughout my reading. Express ideas and give opinions about stories and poems, identifying specific words and phrases to support my ideas. 	<u>Reading retrieval</u> <ul style="list-style-type: none"> Retell a story in 5 parts. Opening(setting/character) Problem Cause of problem Solution Conclusion Number parts of a story from 1-5 Give reasons for their predictions based on experience/text knowledge (Change prediction choices as more information is gleaned.) Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non- fiction texts.



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<p><u>Focus Texts Structure and organisation</u></p> <ul style="list-style-type: none"> Identify text organisation and structures: <u>Narrative</u>- The snail and the Whale setting and character, review 3 part structure <u>Information text/ Seahorse and starfish and crab</u> Read non fiction text structured in different ways. Headings, read out of order, captions, labels <u>Instructions How to make a christingle</u> Numbered, bullet points, adverbial openers <u>Poetry</u> The sea- repetitive patterned poetry I wish I were a pirate Smugglers <u>Focus authors:</u> Julia Donaldson 	<p><u>Focus Texts Structure and organisation</u></p> <ul style="list-style-type: none"> Identify text organisation and structures: <u>Narrative</u>- cause and effect/problems in stories Michael Morpurgo - <u>Letter/ Town mouse & Country mouse, the day the crayons quit</u> Persuasive writing <u>Diary -Samuel Pepys/ Tom the Bakers Boy/ Vlad and the Great Fire of London</u> Recount structure <u>Information text-Fire of London newspaper/leaflets</u> Begin to name some common organisers;Contents page, glossary, index <u>Poetry</u> Dragon theme A portrait of a dragon <u>Instructions How to catch a dragon</u> Imperative “bossy verbs” Expanded sentences/commands Focus authors: Oliver Jeffers (letters) 	<p><u>Focus Texts Structure and organisation</u></p> <ul style="list-style-type: none"> Identify text organisation and structures: <u>Narrative</u>- cause and effect/problems in stories The Owl who was afraid of the dark <u>Information text</u> Contents page, glossary, index Space themes/ nocturnal creatures <u>Instructions</u> Imperative “bossy verbs” Expanded sentences/commands Focus Authors Jill Tomlinson
<p><u>Vocabulary</u> Oracy 15 tier 2 words introduced and used</p> <ul style="list-style-type: none"> Identify and discuss new vocabulary in reading Definitions and synonyms Link termly oracy word bank ambitious words tier 2 Word choices and effects on the reader(audience and purpose) 	<p><u>Vocabulary</u> Oracy 15 tier 2 words introduced and used</p> <ul style="list-style-type: none"> Identify new vocabulary in reading and discuss their favourite words and phrases Definitions and synonyms Link termly oracy word bank ambitious words tier 2 Word choices and effects on the reader(audience and purpose) 	<p><u>Vocabulary</u> Oracy 15 tier 2 words introduced and used</p> <ul style="list-style-type: none"> Identify recurring language/vocabulary in reading Definitions and synonyms Link termly oracy word bank ambitious words tier 2 Word choices and effects on the reader(audience and purpose)



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<p><u>Inference</u></p> <ul style="list-style-type: none"> • Make Predictions based on title, cover, skim reading of illustrations and prior knowledge and experience • Identify evidence in text to support opinions • Drama/ hot seat character/writing in role • Identify characters' feelings (think bubble) <p>Answering inference based questions (explain <u>why</u> you think that.. give two reasons why?"</p> <ul style="list-style-type: none"> • " I think this because..." 	<p><u>Inference</u></p> <p>Make predictions based on textual cues and events in the text so far</p> <p>Make links within cause and effects-the effect characters actions have on others</p> <p>Drama/hot seating/in role- write character speech bubbles</p> <p>Make comparisons within and across texts Compare characters within one story Compare characters between two books Think of a new title based on reading Make links between stories read</p> <p><u>I can answer questions and make some inferences</u></p>	<p><u>Inference</u></p> <p>Make predictions which evolve as they read</p> <p>Identify, and compare common themes in stories and poems.</p> <p>make comparisons of characters and events in narratives.</p> <p>I can compare the information about different topics in non-fiction texts.</p> <p>Compare and contrast two or more versions of the same story Make links between books through themes <u>I can make links between the book I am reading and other books that I have read.</u></p>
<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Echo reading for expression of ! ? • Echo reading for BOLD and italics 	<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Echo reading for prosody-underline emphasis 	<p><u>Fluency</u></p> <p>Reading texts in different ways to show perspective of character emotion</p>
<u>Core Values</u>		
<p>Independence Resilience Teamwork Curiosity Patience Confidence</p>	<p>Independence Resilience Teamwork Curiosity Patience Confidence</p>	<p>Independence Resilience Teamwork Curiosity Patience Confidence</p>



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