



**CURRICULUM and SKILLS PROGRESSION**  
**Subject Area: Reading**

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>PHONICS &amp; DECODING</b>	<p>Little Wandle Letters and Sounds Revised synthetic phonics programme is used across school.</p> <p>ELG (reading)            Say a sound for each letter in the alphabet and at least 10 digraphs            Read words consistent with their phonic knowledge by sound-blending</p>	<p>Little Wandle Letters and Sounds Revised synthetic phonics programme is used across school.</p> <p>Apply phonic knowledge as a route to decode words.</p> <p>Respond quickly with the correct sound to match graphemes, including where appropriate, alternate sounds for the same graphemes.</p> <p>Read unfamiliar words by blending GPCs (grapheme phoneme correspondences) that have been taught.</p> <p>Read words containing -s, -es, -ing, -ed, -er, -est endings.</p> <p>Read words of more than one syllable containing the GPCs taught.</p>	<p>Little Wandle Letters and Sounds Revised synthetic phonics programme is used across school.</p> <p>Continue to apply phonic knowledge as a route to decode words until this has become embedded and reading is fluent.</p> <p>Read words containing common suffixes.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p>
<b>COMMON EXCE</b>	<p>Read common exception words (Tricky words) as identified in Little Wandle Letters and Sounds Revised scheme of work.</p>	<p>Read common exception words (Tricky words) as identified in Little Wandle Letters and Sounds Revised scheme of work.</p> <p>Notice and talk about the unusual spelling and sound correspondence in these words.</p> <p>Read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents omitted letters.</p>	<p>Read common exception words (Tricky words) as identified in Little Wandle Letters and Sounds Revised scheme of work.</p> <p>Notice and talk about the unusual spelling and sound correspondence in these words.</p>
<b>FLUENCY/PROSODY</b>	<p>ELG (reading)            Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Re-read known books to increase fluency and understanding</p> <p>Little Wandle Letters and Sounds Revised – develop prosody when reading aloud.</p>	<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</p> <p>Reread these books to develop fluency and confidence in word reading.</p> <p>Little Wandle Letters and Sounds Revised – develop prosody when reading aloud.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up fluency and confidence in word reading.</p> <p>Little Wandle Letters and Sounds Revised – develop prosody when reading aloud.</p>
<b>UNDERSTANDING</b>	<p>ELG (Comprehension)            Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Understand both books they can read accurately and fluently, and those they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read, and notice and correct errors.</p> <p>Explain clearly their understanding of what his read to them.</p>	<p>Understand both books they can read accurately and fluently, and those they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read, and notice and correct errors.</p>

TEXT TYPES	<p>Listen to a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Read books which are closely matched to their phonic knowledge (Little Wandle.)</p>	<p>Listen to a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retell them and talk about their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Appreciate rhymes and poems, and learn to recite some by heart.</p> <p>Read books which are closely matched to their phonic knowledge (Little Wandle.)</p>	<p>Listen to a wide range of contemporary and classic poem, stories and non-fiction at a level beyond which that they can read independently.</p> <p>Become increasingly familiar with, and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Read non-fiction books that are structured in different ways.</p> <p>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> <p>Read books which are closely matched to their phonic knowledge (Little Wandle.)</p>
INFERENCE & PREDICTION	<p>ELG (comprehension)</p> <p>Anticipate – where appropriate – key events in stories</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is said and done.</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is said and done.</p>
VOCABULARY & WORD CHOICE	<p>ELG (Comprehension)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Discuss word meanings, linking new words to those already known.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss the favourite words and phrases.</p>
DISCUSSION	<p>ELG (Comprehension)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Discuss the significance of the title and events.</p> <p>Link what the read or hear to their own experiences.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Discuss the sequence of events in books and how items if information are related.</p> <p>Listen to, discuss and express opinions about a wide range of contemporary and classic poem, stories and non-fiction at a level beyond which that they can read independently.</p> <p>Answer and ask questions.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

CHILDREN'S BOOKS	<p>Children's individual reading books are matched closely to their phonic knowledge. This is assessed regularly and children are moved onto books with the next set of sounds as soon as they are ready.</p> <p>Reading books are matched to <i>Little Wandle Letters and Sounds Revised</i> to ensure children are reading books containing the phonic sounds they are secure with.</p> <p>Until children are able to blend, children are given books without words.</p>	<p>Children's reading books are matched closely to their phonic knowledge. This is assessed regularly and children are moved onto books with the next set of sounds as soon as they are ready.</p> <p>Reading books are matched to <i>Little Wandle Letters and Sounds Revised</i> to ensure children are reading books containing the phonic sounds they are secure with.</p> <p>When children are assessed as knowing all sounds securely and reading at a fluent level, they begin choosing their own reading book from a variety of books which include both decodable and non-decodable words. (Fluent 1-4)</p>	<p>Reading groups three times each week for any children not yet reading at a fluent level, to practise blending skills, prosody and simple comprehension.</p> <p>Children's reading books are matched closely to their phonic knowledge. This is assessed regularly and children are moved onto books with the next set of sounds as soon as they are ready.</p> <p>When children are assessed as knowing all sounds securely and reading at a fluent level, they begin choosing their own reading book from a variety of books which include both decodable and non-decodable words. (Fluent 1-4)</p>
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GROUP READING	<p>Children grouped by secure phonic knowledge. They are given books which they can read at 90% fluency.</p> <p>Three reading sessions are held a week, each with a different focus – decoding, prosody, comprehension.</p> <p>Books are sent home with children at the end of the week, by which time they should be reading them at 95- 100% fluency.</p> <p>All reading sessions start with flashcards which practice focus GPCs, decodable words and tricky words from the text.</p>	<p>Children grouped by secure phonic knowledge. They are given books which they can read at 90% fluency.</p> <p>Three reading sessions are held a week, each with a different focus – decoding, prosody, comprehension.</p> <p>Books are sent home with children at the end of the week, by which time they should be reading them at 95- 100% fluency.</p> <p>All reading sessions start with flashcards which practice focus GPCs, decodable words and tricky words from the text.</p>	<p>Little Wandle Fluency reading texts used in groups to support children to continue to develop phonic knowledge, reading with prosody and comprehension.</p> <p>Class based opportunities to read texts and practise comprehension skills including direct retrieval, understanding vocabulary, sequencing, making predictions and inferences.</p> <p>Book Clubs for children reading at higher levels. Focus on deeper comprehension and discussion skills, building vocabulary and linking texts.</p>
CROSS-CURRICULAR	<p>A rich variety of texts linked to topics and areas of the curriculum.</p> <p>Supporting children’s interest by providing appropriate reading materials.</p> <p>Reading games including simple sentence matching.</p> <p>Half termly topic ‘Book Shelves’ displayed in classrooms and on the school website, show the focus high quality texts to be used in a range of curriculum areas throughout the half term.</p>	<p>Topic based learning is enhanced by key weekly or fortnightly texts.</p> <p>Shared reading of non-fiction texts and online resources is used to develop subject knowledge.</p> <p>Half termly topic ‘Book Shelves’ displayed in classrooms and on the school website, show the focus high quality texts to be used in a range of curriculum areas throughout the half term.</p> <p>Topic related texts are shared with children through investigation station areas.</p>	<p>Group reading books usually linked to topic, including learning through reading non-fiction texts.</p> <p>Comprehension texts linked to topic, including non- fiction.</p> <p>Use of quality, specifically chosen texts, linked to a range of curriculum areas.</p> <p>Learning through researching topics on the internet, in non-fiction texts and factsheets.</p> <p>Reading for purpose in a variety of curriculum areas e.g. word problems, recipes, questions about artefacts, class polls and surveys.</p> <p>Half termly topic ‘Book Shelves’ displayed in classrooms and on the school website, show the focus high quality texts to be used in a range of curriculum areas throughout the half term.</p>
INTERVENTION	<p>Children assessed on phonic knowledge 6 weekly.</p> <p>Daily ‘Keep up’ sessions to support children assessed as falling behind with development of phonic and reading skills.</p> <p>‘Keep up’ for individuals or groups, focusing on GPC knowledge, and/or blending.</p> <p>Assessment of intervention groups 3 weekly. Pre-teaching of topic books.</p>	<p>Children assessed on phonic knowledge 6 weekly.</p> <p>Daily ‘Keep up’ sessions to support children assessed as falling behind with development of phonic and reading skills.</p> <p>‘Keep up’ for individuals or groups, focusing on GPC knowledge, and/or blending.</p> <p>Assessment of intervention groups 3 weekly. Pre-teaching of topic books.</p> <p>Alien words sent home to reinforce blending of known GPCs.</p>	<p>Additional daily ‘Keep up’ groups to support children assessed as falling behind with development of phonic and reading skills.</p> <p>Reading groups three times per week for children not yet reading at a fluent level to develop blending skills, prosody and simple comprehension.</p> <p>Weekly Story Time sessions for children not yet reaching the Expected level – opportunity to listen to and talk about stories.</p>
GREATER DEPTH	<p>Opportunities to explore more challenging books related to children’s interests.</p> <p>Reading challenges set around different areas of the curriculum.</p>	<p>Focus on higher-level comprehension skills within reading groups.</p> <p>Independent activities for phonics to apply new sounds. Additional comprehension tasks and challenges.</p> <p>More able reading and phonics group from Spring term.</p>	<p>Book Clubs to practise and develop higher level reading, comprehension and discussion skills for children who are reading fluently.</p> <p>Tasks linked to Book Club texts sent home.</p> <p>Regular opportunities through Group Reading, individual reading and whole class reading, for children to use and develop prediction and inference skills and to make links between texts.</p>
HOME LEARNING & PARENTAL INVOLVEMENT	<p>Reading records provide regular contact between home and school about children’s reading progress.</p> <p>Parents encouraged to read regularly at home with their children, and to value re-reading books as a way of helping children to develop fluency.</p> <p>Reading Workshop for parents.</p> <p>Key texts shared in weekly newsletter.</p> <p>Encouragement to share books based around a topic at hom</p>	<p>Reading records provide regular contact between home and school about children’s reading progress.</p> <p>Parents encouraged to read regularly at home with their children, and to value re-reading books as a way of helping children to develop fluency.</p> <p>Phonics Workshop for parents.</p> <p>Reading activities shared in Parent Plans.</p> <p>Love of Reading challenges in reading records – certificates once 6 are completed.</p>	<p>Reading records provide regular contact between home and school about children’s reading progress.</p> <p>Parents encouraged to read regularly at home with their children, and to value re-reading books as a way of helping children to develop fluency.</p> <p>Termly reading challenges with incentives and praise for completion.</p> <p>Reading Journal and Book Club activities completed as part of Home Learning.</p> <p>Reading Workshops for parents.</p>

<b>OTHER READING</b>	<p>Children choose a book to take home from main and rainbow room libraries, which may be changed as often as they wish.</p> <p>Daily story time in every class.</p> <p>Opportunities to read during continuous provision always available.</p> <p>Attractive reading areas in classrooms including soft toys and different seating options.</p> <p>New poems taught with actions throughout the year which are then available with props in a poetry basket. Children are encouraged to perform and act out poems during continuous provision and carpet sessions.</p>	<p>Children choose a book to take home from main and classroom book corner libraries, which may be changed as often as they wish.</p> <p>Daily story time in every class.</p> <p>Whole class reading session (topic related poetry, non-fiction and fiction) in addition to daily book sharing.</p> <p>Book votes for children to choose book read each day. Reading areas within classrooms and quiet area.</p>	<p>Weekly reading time in the school library and opportunity to choose new books to stock classroom book corner libraries.</p> <p>Children choose a book to take home from main and classroom book corner libraries, which may be changed as often as they wish.</p> <p>Daily story time in every class.</p> <p>Opportunities to bring in share, promote and review own books from home and library.</p> <p>Topic related books (non-fiction and topic matched poetry), along with usual classroom library collections are available to children at all times and may be read in spare minutes, during Continuous Provision sessions and Golden Time.</p> <p>Children also have access to e-books on the Oxford Owl website on Chromebooks.</p>
<b>LOVE OF READING</b>	<p>Begin to select own individual library reading books.</p> <p>Bring in favourite books and stories from home to share with their class.</p> <p>Voting for choice of story at the end of the day. State likes and dislikes about books and stories.</p>	<p>Select own individual library reading books to be taken home. Children encouraged to explain reasons for choices.</p> <p>Love of reading challenges shared weekly with a certificate for completing 6.</p>	<p>Class votes for chapter books read, based on only reading the blurb.</p> <p>Children choose and take home a library reading book which is a book to be shared at home, rather than read independently by the child. This can be changed as often as wanted.</p>

<b>ENRICHMENT OPPORTUNITIES</b>		
<p><b>EYFS</b></p> <p>Reading with/to Year 2 buddies</p> <p>Children encouraged to bring in favourite books or books related to topics</p> <p>Annual Book week</p> <p>Mystery reader</p>	<p><b>YEAR 1</b></p> <p>Annual Book Week Holiday reading challenges</p> <p>Favourite book photograph area</p>	<p><b>YEAR 2</b></p> <p>Year 2 Reading Club – Optional lunchtime opportunity to read in a classroom and share books with peers.</p> <p>Termly reading challenges and incentives e.g. Reading Advent Calendar, Easter Egg Reading Challenge, Reading A to Z.</p> <p>Reading to/with Reception buddies.</p> <p>Annual Book Week</p> <p>Classroom book recommendation lines/walls.</p>

**WELLBEING**

At the heart of Thames Ditton Infant School community, we provide a nurturing environment where we prioritise emotional growth and wellbeing for every child, staff member and parent. Through fostering empathy, resilience and positive relationships, we empower individuals to flourish academically, socially and emotionally, ensuring a holistic wellbeing for all.

Embedding wellbeing in reading through:  
 Opportunities to connect with others through a shared love of reading, opportunities to discover new worlds through a wealth of quality texts explored, opportunities to engage imaginatively in stories and lose themselves in a book, opportunities for children to see themselves represented in books and stories.

<b>SPIRITUAL</b>	<b>MORAL</b>	<b>SOCIAL</b>	<b>CULTURAL</b>
<p>Appreciating the beauty in books and poems</p> <p>Developing the sense of wonder when reflecting on texts</p>	<p>Discussing consequences of actions within stories</p> <p>Considering different perspectives within a text and showing empathy</p>	<p>The use of stories in the PSHE curriculum as a way to introduce and discuss situations, the actions of others and themes of friendship, bullying, loss etc.</p>	<p>Exploring books as a way to find out about and celebrate a range of countries, cultures and religions</p> <p>Understanding that everyone has a story to tell</p>