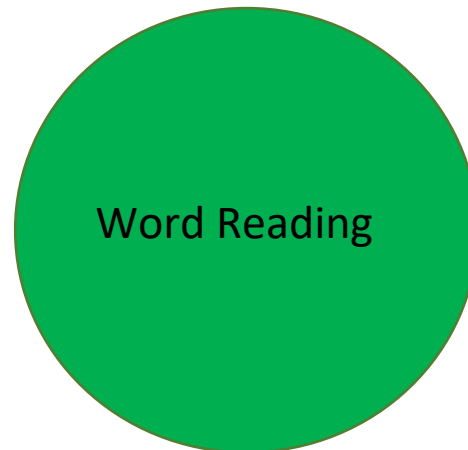


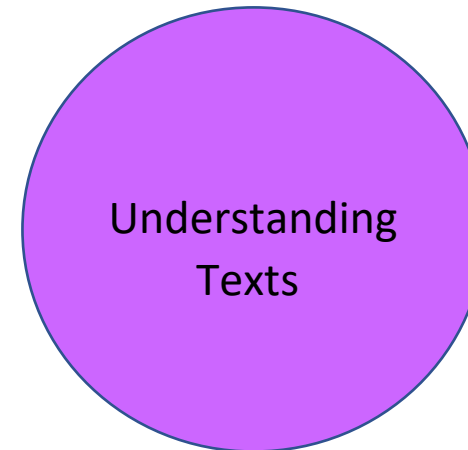
## Reading Knowledge Domains



**Phonological Awareness**-.the ability to hear, identify, and manipulate sounds in spoken language. Phonological awareness focuses on sounds and not written letters. Phonological awareness is the base for all other reading skills.

**Decoding**-Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words.

**Fluency and Prosody**- Fluent readers, read quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression — their reading sounds natural, as if they are speaking, an aspect of fluency that is termed prosody.



**Vocabulary**- development of a rich and varied vocabulary understanding the meaning of words and how to use them enables readers have a better understanding of what they have read.

**Comprehension**– Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

**Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading.**

# Knaphill Lower School: Reading Progression



Domains of knowledge	Concepts	End point	Nursery	Reception	Year 1	Year 2
Word Reading	<b>Phonological Awareness</b>	<i>Children are aware of the phonology of our language, meaning how different letters and sounds create the words that we speak, read, and write.</i>	<p>Below is a general phonological awareness hierarchy to follow. <i>Most children</i> will work their way from top to bottom but they may not learn the skills in exactly this order. Phonological awareness skills begin to develop in the Early Years. This means, you can start working on these skills around age 3 years. These continue to develop up through formal reading instruction, about age 6-7 years. However, older children can benefit from these skills as well, especially if they are struggling with reading or spelling.</p> <p><b>Blending syllables</b> When the syllables of a word are said with spaces in between, the child can put them back together to tell what the word is (“bu – tter – fly = butterfly”)</p> <p><b>Segmenting syllables.</b> When given a multi-syllabic word, the child can separate the word out into its individual syllables (“butterfly = bu – tter – fly”)</p> <p><b>Rhyme Detection</b> -.When given two words, they can tell if the two words rhyme</p> <p><b>Rhyme Production</b> – When given a word, they can come up with a word that rhymes</p> <p><b>Alliteration</b> Children can first identify if a word starts with a given sound (“does ‘toe’ start with /t/?”); then children learn to identify if two words begin with the same sound</p> <p><b>Final Sounds</b>The same phonological awareness skills can be used on final/ending sounds as on beginning sounds.</p> <p><b>Blending Sounds</b> When the sounds of a word are spoken with spaces between, the child can put them together to make the word (“c...a...t = cat”)</p> <p><b>Segmenting Sounds</b> When a word is spoken, the child can separate out the individual sounds of the word (“cat = c...a...t”)</p> <p><b>Manipulating Sounds in Words</b> Child is able to create new words when a word is spoken and then the child is told to change one sound from the word (“what happens if you take the word “bat” and you replace the /t/ with a /g/”)</p>	<p><b>Children know how to blend sounds</b> When the sounds of a word are spoken with spaces between, the child can put them together to make the word (“c...a...t = cat”)</p> <p><b>Segmenting Sounds</b> When a word is spoken, the child can separate out the individual sounds of the word (“cat = c...a...t”)</p> <p><b>Manipulating Sounds in Words</b> Child is able to create new words when a word is spoken and then the child is told to change one sound from the word (“what happens if you take the word “bat” and you replace the /t/ with a /g/”)</p>		
	<b>Decoding</b>	<i>Children read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on</i>	<p>Children know that print has meaning eg. recognises some letters or words of significance to them such as their name</p>	<p>Children know that letter (graphemes) represent sounds (phonemes) and these can be</p>	<p>Children know how to apply phonic knowledge and skills as the route to decode words</p>	<p>. 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</p>

## Knaphill Lower School: Reading Progression

		<p><i>their understanding rather than on decoding individual words</i></p> <ul style="list-style-type: none"> <li>• <i>sound out most unfamiliar words accurately, without undue hesitation</i></li> </ul> <p><b>(TAF)</b></p>		<p>blended to get together to read words.</p> <p>Children know how to say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Children know how to read words consistent with their phonic knowledge by sound-blending;</p> <p>Children <b>know how</b> to read some common exception words in line with the ELS phonics Programme.</p>	<p>Children know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Children know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Children know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Children know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Children know how to read other words of more than one syllable that contain taught GPCs</p> <p>Children know how to read words with contractions [for example, I’m, I’ll, we’ll], and <b>know that</b> the apostrophe represents the omitted letter(s)</p>	<p>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 correspondences between spelling and sound and where these occur in the word</p>
	<p><b>Fluency and Prosody</b></p>	<p><i>Children read with fluency and with appropriate expression, intonation and awareness of the listener.</i></p> <p><i>Children can read more than 90 words per minute</i></p>	<p>Know how to oral blend words.</p> <p>Know familiar rhymes and stories and can join in with them imitating expression and showing awareness of the listener.</p>	<p>Children know how to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>.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</p> <p>Children know that if they re-read books it will build up their fluency and confidence in word reading</p>	<p>Children know how to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Children know how to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>

## Knaphill Lower School: Reading Progression

						<u>Children know that if they re-read books it will build up their fluency and confidence in word reading.</u>
<b>Understanding Texts</b>	<b>Listening to and responding</b>	<i>Children are able to listen carefully and respond with relevant comments or questions.</i>	Print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book eg.front cover, pages, author, page number	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;  Make comments about what they have heard and ask questions to clarify their understanding;	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	<b>Background knowledge</b>	<i>Children are provided with experiences and knowledge to allow them to making links to better understand vocabulary and texts.</i>	At an age-appropriate level, children will develop background knowledge to understand the texts they are reading. This will include:	At an age-appropriate level, children will develop background knowledge to understand the texts they are reading. This will include: <ul style="list-style-type: none"> <li>• Knowledge of the world.</li> <li>• Knowledge of other texts.</li> <li>• Knowledge of key concepts and themes.</li> <li>• Knowledge of vocabulary.</li> </ul> <i>This knowledge is included within the long term planning of reading.</i>	At an age-appropriate level, children will develop background knowledge to understand the texts they are reading. This will include: <ul style="list-style-type: none"> <li>• Knowledge of the world.</li> <li>• Knowledge of other texts.</li> <li>• Knowledge of key concepts and themes.</li> <li>• Knowledge of vocabulary.</li> </ul> <i>This knowledge is included within the long term planning of reading.</i>	At an age-appropriate level, children will develop background knowledge to understand the texts they are reading. This will include: <ul style="list-style-type: none"> <li>• Knowledge of the world.</li> <li>• Knowledge of other texts.</li> <li>• Knowledge of key concepts and themes.</li> <li>• Knowledge of vocabulary.</li> </ul> <i>This knowledge is included within the long term planning of reading.</i>
	<b>Vocabulary</b>	<i>Children demonstrate a good understanding of vocabulary and how to use it in a variety of contexts.</i>	know that words have meaning and through quality interactions they are encourage to use new	Children know how to participate in small group, class and one-to-one discussions, offering their own ideas, using	understand both the books they can already read accurately and fluently and those they listen to by:	<ul style="list-style-type: none"> <li>• Build knowledge of the meanings of words, linking new meanings to known vocabulary</li> <li>• Build knowledge of simple recurring literary language in stories and poetry</li> </ul>

## Knaphill Lower School: Reading Progression

		<p><i>Children are excited to learn new vocabulary correctly.</i></p>	<p>vocabulary correctly.</p> <p>Know how to new vocabulary throughout the day.</p> <p>Know how to retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Know how to use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>recently introduced vocabulary•</p> <p>Know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>know how to draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>know how to check that the text makes sense to them as they read and correct inaccurate reading</p> <p>know how to participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Know how to clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> <li>• Know their favourite words and phrases and why they like these</li> <li>• Know how to use vocabulary knowledge to check that text makes sense to them as they read and correcting inaccurate reading (fluency link)</li> </ul>
	<b>Prediction</b>	<p><i>Children confidently use their existing knowledge and what they have read or has been read to them to predict what might happen</i></p> <p><b>TAF (GD) Make a plausible prediction about what might happen on the basis of what has been read so far</b></p>	<p>Anticipate (where appropriate) key events in stories.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To predict what might happen on the basis of what has been read so far.</p>	<p>discussing the significance of the title and events predicting what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> <li>• To know how to use picture clues and a title to predict what a book may be about</li> <li>• To know what might happen by predicting based on what has been read so far</li> <li>• To know to use because to explain a prediction</li> </ul> <p><b>TAF (GD) Make a plausible prediction about what might happen on the basis of what has been read so far</b></p>

## Knaphill Lower School: Reading Progression

	<p><b>Retrieval</b></p> <p>Children can answer who, where, what, why, how, when questions about texts that they have read or that have been read to them.</p> <p><b>TAF: answer questions and make some inferences</b></p>	<p>Know how to answer simple questions about illustrations.</p>	<p>Know how to answer simple questions about the text using illustrations to support them</p>	<p>Know how to find answers to questions in texts they have read themselves or that have been read to them.</p>	<ul style="list-style-type: none"> <li>• Answering and asking questions</li> <li>• Using the text to answer questions</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b>TAF: answer questions and make some inferences</b></p>
	<p><b>Inference</b></p> <p><b>TAF: answer questions and make some inferences</b></p> <p><b>TAF (GD): make inferences</b></p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To begin to make simple inferences based on what has been said or done.</p>	<ul style="list-style-type: none"> <li>• To use knowledge to make inferences on the basis of what is being said and done</li> <li>• To use knowledge to infer what characters are like based on their actions</li> <li>• To use knowledge to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b>TAF: answer questions and make some inferences</b></p> <p><b>TAF (GD): make inferences</b></p>
	<p><b>Sequencing and structure</b></p> <p><i>Know how to retell a wider range of stories, fairy stories and traditional tales</i></p> <p><i>Know how non-fiction books that are structured in different ways</i></p>	<p>To know how to retell familiar stories orally using props.</p>	<p>To know how to retell familiar stories orally e.g. fairy stories and traditional tales</p> <p>To know how to sequence the events of a story they are familiar with</p> <p>To begin to discuss how events are linked</p>	<p>To know how to discuss the sequence of events in books and how items of information are related.</p> <p>To know how to retell using a wider variety of story language.</p> <p>To know how to order events from the text.</p> <p>To know how to discuss how events are linked focusing on the main content of the story.</p>	<ul style="list-style-type: none"> <li>• Know the key events in a book.</li> <li>• Know how to discuss the sequence of events in books</li> <li>• Know how to organise the book into a sequence</li> <li>• Know how explain the links between different pieces of information</li> <li>• Know how to retell a wider range of stories, fairy stories and traditional tales</li> <li>• Know how non-fiction books that are structured in different ways</li> </ul>



## Knaphill Lower School: Reading Progression

	<p><b>Discussion</b></p>	<p><b>TAF (GD): make links between the book they are reading and other books they have read</b></p>	<p>To know how to talk about familiar stories.</p>	<p>To know how to talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>To know how to talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To know how to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>To know how to talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>To know how to participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them</p>	<ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul> <p><b>TAF (GD): make links between the book they are reading and other books they have read</b></p>
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**EYFS Objectives and Knowledge Overview**

**Bold – key objectives**

Underlined = learning is repeated over time to embed learning

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**Nursery**: Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Oral blending</p> <p>Sounding out and blending with new grapheme phoneme correspondences (GPCs)  <b>s/ /a/ /t/ / p/ /l/ / n/ m, n, d, g, o, c, k, ck, e, u, r, ss, h, b, f, l</b></p> <p>12 new harder to read and spell HRS words  <b><i>l, the, no put, of, is to, go, into pull as, his</i></b></p>	<p><b><u>Oral blending</u></b></p> <p>Sounding out and blending with new GPCs</p> <p><b><i>/j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ (voiced and unvoiced) /ng/ /nk/ /ai/ /ee/ /igh/ /oa/</i></b></p> <p>11 new HRS words •  <b><i>he, she, buses we, me, be push was, her my, you</i></b></p> <p>–es (where there is no change to the root word)</p>	<p><b><u>Oral blending</u></b></p> <p>Sounding out and blending with new GPCs</p> <p><b><i>oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ &lt;ow</i></b></p> <p>7 new HRS words •                      they, all, are ball, tall when, what</p>	<p><b><u>Oral blending</u></b></p> <p>No new GPCs</p> <p>Sounding out and blending with taught GPCs</p> <p>14 new HRS words  <i>said, so, have were, out, like some, come, there little, one, do children, love</i></p>	<p><b><u>Oral blending</u></b></p> <p>No new GPCs</p> <p>Sounding out and blending with taught GPCs</p> <p>No new HRS words</p> <p>Word structures – <b>cvcc, ccvc, ccvcc, cccvc, cccvcc</b></p> <p>Suffixes –ed /ed/–ed /t/ ed /d/ –er –est</p> <p><b><u>Revision of Phase 2 and Phase 3</u></b></p>	<p><b>•Oral blending</b></p> <p>Introduction to Phase 5 for reading • new GPCs</p> <p><b><i>ay/ou/ie/-le/ oy/ir/ue/ aw/wh/ph/ew/ oe/au/ey/a_e/e_e/ l_e/o_e/u_e/c</i></b></p> <p>16 new HRS words  <i>oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very</i></p>





# Knaphill Lower School: Reading Progression

## Year 1 Objectives and Knowledge Overview

**Bold – key objectives**

Underlined = learning is repeated over time to embed learning

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Oral Blending</u></p> <p>Review</p> <p>Revision of previously taught Phase 5 GPCs</p> <p><b>ay/ou/ie/-le/ oy/ir/ue/</b></p>	<p><u>Oral Blending</u></p> <p>Revision of previously taught Phase 5 GPCs</p> <p><b>aw/wh/ph/ew/ oe/au/ey/a_e/e_e/ l_e/o_e/u_e/c</b></p> <p><b>2 new GPCs</b> Y/ al/</p> <p>9 new HRS words <b>please, once any, many, again who, whole where, two</b></p>	<p><u>Oral Blending</u></p> <p><b>Alternative spellings for previously taught sounds</b></p> <p><b>/ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight)</b></p> <p><b>/ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) /ur/ (world) /ur/ (learn) /oo/ (soup) /oa+/l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)</b></p> <p><u>Revision of Phase 2, Phase 3 and Phase 4 HRS words here, sugar, friend because</u></p>	<p>Oral Blending</p> <p><b>/u/ &lt;o&gt; (brother) /j/ &lt;g&gt; (gem)/j/ &lt;ge&gt;(fringe)/j/ &lt;dge&gt; (bridge) /s/ &lt;st&gt;(listen)/s/ &lt;ce&gt; (fence)/s/ &lt;se&gt; (house) /n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt;(knee) /r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb) /z/ &lt;se&gt;(cheese) /z/ &lt;ze&gt;(freeze) /ear/ &lt;eer&gt; (cheer)/ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt;(patient) /sh/ &lt;ti&gt; –tion(station) /ar/ &lt;al&gt; (half) /or/ &lt;augh&gt;(caught) /sh/ &lt;ss&gt;(session)/zh/ &lt;si&gt;(vision) /sh/ &lt;ti&gt;–tious (scrumptious)/sh/ &lt;ci&gt; (delicious)–ous, –ion, –ian</b></p>	<p><u>Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs</u></p> <p>With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</p> <p>Revision of all previously taught GPCs for reading and spelling</p> <p>Wider reading, spelling and writing curriculum</p>	