



# **CURRICULUM OVERVIEW**

## **Reading**

### Reading: word reading strand

**Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.**

**Read books consistent with their phonic knowledge.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression Nursery</b>	Spot and suggest rhymes.	Count or clap syllables in a word.	Recognise words with the same initial sound, such as money and mother.	Know that we read English text from left to right and from top to bottom.	Know the names of the different parts of a book.  Recognise and know the first 12 pictures that match the phonics programme.	Understand page sequencing.  Recognise and know the first individual pictures that match the phonics programme.
<b>Progression Reception</b>	Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them.  Blend set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences	Read individual letters by saying the sounds for them.  Blend set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words.	Read some letter groups that each represent one sound and say sounds for them.  Read simple words and phrases made up of words with known letter-sound correspondences.  Read a few more common exception words.	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 from set 2.  Read a few more common exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Reading: Comprehension**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression Nursery</b>	Enjoy sharing books with an adult.	Pay attention and responds to the pictures or the words.	Know that print has meaning.  Know that print can have different purposes.	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	Develop play around favourite stories using props.	Ask questions about the book. Makes comments and shares their own ideas.
<b>Progression in Reception</b>	Engage in conversation and can answer questions when reading wordless fiction and non fiction books.	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.  Enjoy listening to longer stories and can remember happens. -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use picture clues to help read a simple text.  Predict and anticipate key events based on illustrations, story content and title.  Understand the structure of a non-fiction book is different to a fiction book.	Retell stories in the correct sequence.  Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Correctly sequence a story or event using pictures and / or captions.  Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

