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ENGLISH Year A & B			
Themes	Non-Fiction	Fiction	Poetry
KS1	Recount - Letters Instructions - How to ... Non Chronological Report	Overcoming the Monster Rags to Riches The Quest Voyage and Return Rebirth Comedy Tragedy	Riddles Acrostic poems
LKS2	Recount - Letters, Diary, Biography Instructions - Science / History Reports - Non-Chronological Reports Explanation - How? Persuasion - Leaflet	Overcoming the Monster Rags to Riches The Quest Voyage and Return Rebirth Comedy Tragedy	Kennings Limericks and Haikus Metaphors and Similes
UKS2	Recount - Journalistic Writing, Diary Report - Non-Chronological Reports Explanation - Why? Persuasion - Argument or Letter Discussion - Balanced Argument	Overcoming the Monster Rags to Riches The Quest Voyage and Return Rebirth Comedy Tragedy	Cinquains Sonnets Classic Personification

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READING PROGRESSION MAP		
Category of Knowledge	Year Group/ Key Stage	Content
Word Reading	Year 1	<ul style="list-style-type: none"> ● Apply phonic knowledge to decode words. ● Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ● Read other words of more than one syllable that contain taught GPCs ● Read words with contractions [for example, I’m, I’ll, we’ll], 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.
	Year 2	<ul style="list-style-type: none"> ● 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 correspondences between spelling and sound and where these occur in the word ● 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 these books to build up their fluency and confidence in word reading.

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	LKS2	<ul style="list-style-type: none"> ● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
	UKS2	<ul style="list-style-type: none"> ● Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Comprehension	Year 1	<ul style="list-style-type: none"> ● 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.
	Year 2	<ul style="list-style-type: none"> ● 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 ● Discussing the sequence of events in books and how items of information are related ● Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● Being introduced to non-fiction books that are structured in different ways ● Recognising simple recurring literary language in stories and poetry.
	LKS2	<ul style="list-style-type: none"> ● Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Reading books that are structured in different ways and reading for a range of purposes ● Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● Identifying themes and conventions in a wide range of books
	UKS2	<ul style="list-style-type: none"> ● Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Reading books that are structured in different ways and reading for a range of purposes ● Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ● Recommending books that they have read to their peers, giving reasons for their choices ● Identifying and discussing themes and conventions in and across a wide range of writing

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		<ul style="list-style-type: none"> ● Making comparisons within and across books
Poetry and Performance	Year 1	<ul style="list-style-type: none"> ● Learning to appreciate rhymes and poems, and to recite some by heart ● Discussing word meanings, linking new meanings to those already known
	Year 2	<ul style="list-style-type: none"> ● Recognising simple recurring literary language in stories and poetry ● Discussing their favourite words and phrases ● Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	LKS2	<ul style="list-style-type: none"> ● Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● Discussing words and phrases that capture the reader's interest and imagination ● Recognising some different forms of poetry [for example, free verse, narrative poetry]
	UKS2	<ul style="list-style-type: none"> ● Learning a wider range of poetry by heart ● Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Vocabulary / Word Meanings	Year 1	<ul style="list-style-type: none"> ● Discussing word meanings, linking new meanings to those already known ● Drawing on what they already know or on background information and vocabulary provided by the teacher.
	Year 2	<ul style="list-style-type: none"> ● Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● Discussing their favourite words and phrases ● Drawing on what they already know or on background information and vocabulary provided by the teacher.
	LKS2	<ul style="list-style-type: none"> ● Using dictionaries to check the meaning of words that they have read ● Discussing words and phrases that capture the reader's interest and imagination ● Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	UKS2	<ul style="list-style-type: none"> ● Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Use dictionaries to check the spelling and meaning of words ● Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● Use a thesaurus.
Understanding	Year 1	<ul style="list-style-type: none"> ● Drawing on what they already know or on background information and vocabulary provided by the teacher ● Checking that the text makes sense to them as they read and correcting inaccurate reading ● Discussing the significance of the title and events

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		<ul style="list-style-type: none"> ● Making inferences on the basis of what is being said and done ● Predicting what might happen on the basis of what has been read so far.
	Year 2	<ul style="list-style-type: none"> ● Drawing on what they already know or on background information and vocabulary provided by the teacher ● Checking that the text makes sense to them as they read and correcting inaccurate reading ● Making inferences on the basis of what is being said and done ● Answering and asking questions ● Predicting what might happen on the basis of what has been read so far.
	LKS2	<ul style="list-style-type: none"> ● Asking questions to improve their understanding of a text ● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Predicting what might happen from details stated and implied ● Identifying main ideas drawn from more than one paragraph and summarising these ● Identifying how language, structure, and presentation contribute to meaning ● Retrieve and record information from non-fiction.
	UKS2	<ul style="list-style-type: none"> ● Asking questions to improve their understanding ● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Predicting 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 ● Identifying how language, structure and presentation contribute to meaning ● Distinguish between statements of fact and opinion ● Retrieve, record and present information from non-fiction.
Discussion	Year 1	<ul style="list-style-type: none"> ● Participate in discussion about what is read to them, taking turns and listening to what others say ● Explain clearly their understanding of what is read to them.
	Year 2	<ul style="list-style-type: none"> ● 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 ● Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	LKS2	<ul style="list-style-type: none"> ● 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.

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	UKS2	<ul style="list-style-type: none"> ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● Participate in discussions about 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.
Inference	Year 1	<ul style="list-style-type: none"> ● Making inferences on the basis of what is being said and done <ul style="list-style-type: none"> * Children make basic inferences about characters' feelings by using what they say as evidence * Infer basic points with direct reference to the pictures and words in the text. * Discuss the significance of the title and events.
	Year 2	<ul style="list-style-type: none"> ● Making inferences on the basis of what is being said and done <ul style="list-style-type: none"> * Answering and asking questions and modifying answers as the story progresses * Infer basic points and begin, with support, to pick up on subtler references * Use pictures or words to make inferences.
	LKS2	<ul style="list-style-type: none"> ● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> * Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) * Infer characters' feelings, thoughts and motives from their stated actions * Consolidate the skill of justifying them using a specific reference point in the text * Use more than one piece of evidence to justify their answer.
	UKS2	<ul style="list-style-type: none"> ● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> * Discuss how characters change and develop through texts by drawing inferences based on indirect clues * Make inferences about events, feelings, states backing these up with evidence * Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made * They can draw evidence from different places across the text.
Prediction	Year 1	<ul style="list-style-type: none"> ● Predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> * Make simple predictions based on the story and on their own life experience * Begin to explain these ideas verbally or through pictures.
	Year 2	<ul style="list-style-type: none"> ● Predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> * Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them

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	LKS2	<ul style="list-style-type: none"> ● Predicting what might happen from details stated and implied <ul style="list-style-type: none"> * Justify predictions using evidence from the text * Use relevant prior knowledge as well as details from the text to form predictions and to justify them * Monitor these predictions and compare them with the text as they read on
	UKS2	<ul style="list-style-type: none"> ● Predicting what might happen from details stated and implied <ul style="list-style-type: none"> * Support predictions by using relevant evidence from the text * Confirm and modify predictions in light of new information.
Retrieval	Year 1	<ul style="list-style-type: none"> ● Answer a question about what has just happened in the story <ul style="list-style-type: none"> * Develop their knowledge of retrieval through images * Recognize characters, events, titles and information * Recognize differences between fiction and non-fiction texts * Retrieve information by finding a few key words
	Year 2	<ul style="list-style-type: none"> * Independently read and answer simple questions about what they have just read * Ask and answer retrieval questions * Draw on previously taught knowledge * Remember significant event and key information about the text that they have read
	LKS2	<ul style="list-style-type: none"> * Use contents page and subheadings to locate information * Learn the skill of 'skim and scan' to retrieve details * Begin to use quotations from the text to support their answers * Retrieve and record information from a fiction or non-fiction text
	UKS2	<ul style="list-style-type: none"> * Confidently skim and scan, and also use the skill of reading before and after to retrieve information. * Use evidence from across larger sections of text * Retrieve, record and present information from non-fiction texts * Ask my own questions and follow a line of enquiry
Sequence (KS1) Summarising (KS2)	Year 1	<ul style="list-style-type: none"> * Retell familiar stories orally e.g fairy stories and traditional tales * Sequence the events of a story they are familiar with * Begin to discuss how events are linked
	Year 2	<ul style="list-style-type: none"> * Discuss the sequence of events in books and how items of information are related * Retell using a wider variety of story language * Order events from the text * Begin to discuss how events are linked focusing on the main content of the story
	LKS2	<ul style="list-style-type: none"> ● Identifying main ideas drawn from a key paragraph or page and summarising these <ul style="list-style-type: none"> * Begin to distinguish between the important and less important information in a text * Give a brief verbal summary of a story

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		<ul style="list-style-type: none"> <i>* Teachers begin to model how to record summary writing</i> <i>* Identify themes drawn from more than one paragraph</i> <i>* Highlight key information and record it in bullet points, diagrams, maps etc</i>
	UKS2	<ul style="list-style-type: none"> ● Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas <i>* Make connections between information across the text and include this is an answer</i> <i>* Discuss and identify the themes across a wide range of writing</i> <i>* Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</i>
Non Fiction	Year 1	<ul style="list-style-type: none"> ● Introduced to non-fiction texts to learn.
	Year 2	<ul style="list-style-type: none"> ● Being introduced to non-fiction books that are structured in different ways
	LKS2	<ul style="list-style-type: none"> ● Retrieve and record information from non-fiction <i>* Confidently skim and scan texts to record details</i> <i>* Using relevant quotes to support their answers to questions</i>
	UKS2	<ul style="list-style-type: none"> ● Distinguish between statements of fact and opinion ● Retrieve, record and present information from non-fiction <i>* Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</i> <i>* Use evidence from across whole texts</i> <i>* Ask my own questions and follow a line of enquiry.</i>

(Steps marked with an asterisk and written in italics have not been taken directly from statements in National Curriculum)

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