Reading Curriculum Content

Nursery - Reading		
Nursery - Autumn 2022	**Nursery - Spring 2023**	**Nursery - Summer 2023**
Key Theme/Text	**Key Theme/Text**	**Key Theme/Text**
All about me and my world Autumn 1: My Big Book of Families, Colour Monster Autumn 2: Festivals and Celebrations - Mixed	Growing and Changing Spring 1: Lifecycles – The Very Hungry Caterpillar, Growing Frogs Spring 2: Plants – Jasper's Beanstalk, Titch – Human Life cycle	On the Farm Summer 1: Farm – Old McDonald had a Farm, Non-Fiction – weekly animal Summer 2: The Three Little Pigs
Text types	**Text types**	**Text types**
Fiction: Journey story Non-fiction: Writing for a purpose within provision / role play Poetry: Nursery rhymes	Fiction: Journey story Non-fiction: Writing for a purpose within provision / role play Poetry: Nursery rhymes	Fiction: Journey story Non-fiction: Writing for a purpose within provision / role play Poetry: Nursery rhymes
Sticky knowledge	**Sticky knowledge**	**Sticky knowledge**
Journey story tool box: Person/animal, goes somewhere, something happens **Writing for a purpose toolbox:** Shopping lists, receipts, reports, order forms **Nursery rhyme tool box:** Song, add actions Print is everywhere; in books, logos, on tv, on clothes Stories are in books Pages of a book need to be turned one at a time	**Journey story tool box:** Person/animal, goes somewhere, something happens **Writing for a purpose toolbox:** Shopping lists, receipts, reports, order forms **Nursery rhyme tool box:** Song, add actions Books have a front cover. Stories have people and animals in them. Some words sound like other words. Some words are long and some are short. My name does not look like anyone else's.	**Journey story tool box:** Person/animal, goes somewhere, something happens **Writing for a purpose toolbox:** Shopping lists, receipts, reports, order forms **Nursery rhyme tool box:** Song, add actions Different things happen in different stories. Words all sound different. Some words start with the same sound. A title tells you what a book will be about. A title is on the front cover of a book.
Procedural Knowledge	**Procedural Knowledge**	**Procedural Knowledge**
• I handle a book carefully. • I notice print within the classroom. • I turn the pages of a book one at a time. • I answer questions about what I can see on the front cover. • I listen to a story read by an adult.	• I identify a book, front cover, page • I recognise my own name. • I identify the people/animals in a story • I answer simple questions about the people/animals in a story • I identify syllables in words • I identify rhyme	• I answer simple questions about what happens in a story • I use the new words that I hear in stories • I sound out and blend simple cvc words • I recognise when words start with the same sound • I identify the title of a book

Reading Curriculum Content

Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
Print can be found in many different places, such as logos and signs, not just books. Books need to be opened in order to read the story inside. The pages of a book need to be turned one at a time. Stories are found in books. There is words and pictures in books. The front cover has pictures which show what the book is about.	Books have a front cover and pages. Stories have people and animals in them. People and animals in stories are different. Words can sound similar. Some words are longer. Some words are shorter.	A journey story is when a person/animal goes somewhere. Things happen in a story that can be exciting. There are lots of different words in stories. Words have different sounds in them. Lots of words start with the same sound. The title is what the book is about.

Reception - Reading		
Reception - Autumn 2022	**Reception- Spring 2023**	**Reception - Summer 2023**
Key Theme/Text	**Key Theme/Text**	**Key Theme/Text**
All About Me related books Stickman	Owl Babies The Little Red Hen	Oliver's Vegetables Mad About Minibeasts/What the Ladybird Heard
Text types	**Text types**	**Text types**
Fiction: Journey story Non-fiction: Labelling Poetry: Repeated poem	Fiction: Losing tale Non-fiction: Lists Poetry: Shape poem	Fiction: Meeting tale Non-fiction: Captions Poetry: Repeated poem
Sticky Knowledge	**Sticky Knowledge**	**Sticky Knowledge**
Journey story tool box: Person/animal, character goes somewhere, something happens **Labelling toolbox:** Words, identify/describe something **Repeated poem tool box:** New sentence on a new line, same word in each line A tricky word is a word that cannot be segmented and blended. A phoneme is a sound. A digraph is two letters making one sound. Words can be read by segmenting and blending them. A story has a beginning, middle and end.	**Losing tale tool box:** Character loses something special/important, character finds the special/important thing **Lists toolbox:** One word/phrase under another, help to organise **Shape poem tool box:** New sentence on a new line, create shape of what the poem is about A trigraph is three letters making a sound. Words are put together to make a sentence. A sentence is more than one word. Characters are found in stories. Stories can be set in different places. Different things happen in stories.	**Meeting tale tool box:** Character meets another character – person or animal, the do something together **Captions toolbox:** Word/phrase/sentence, describe a picture or photograph **Repeated poem tool box:** New sentence on a new line, same word in each line Adding expression makes the story sound better for the person listening. Some books can be used to find out information.

Reading Curriculum Content

Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
• I read phase 2 tricky words. • I recognise phase 2 phonemes. • I read some phase 3 tricky words • I recognise and say some phase 3 phonemes. • I recognise and say some phase 3 digraphs. • I segment and blend simple cvc words containing phase 2 and 3 phonemes I know. • I segment and blend simple cvc words containing some phase 3 diagraphs I know. • I re-tell what happens in familiar stories that an adult reads to me. • I re-tell the beginning, middle and end part of a story.	• I read phase 3 tricky words. • I read phase 4 tricky words. • I recognise and say all phase 3 phonemes. • I recognise and say all phase 3 trigraphs. • I read simple sentences. • I identify the main characters in a familiar story. • I identify the main events in a familiar story. • I identify and describe the setting of a familiar story. • I use some familiar words from stories I know (e.g I want my mummy!)	• I read phase 5 tricky words. • I read a series of sentences fluently. • I re-read reading books with some expression – modelled by an adult. • I answer simple questions about the characters in stories I read. • I answer simple questions about the events in stories I read. • I answer simple questions about the setting in stories I read. • I talk about what I think will happen next in a story. • I answer simple questions about what I have found out from an information book.
Disciplinary Knowledge	**Disciplinary Knowledge**	**Disciplinary Knowledge**
A tricky word is a word that cannot be segmented and blended. A phoneme is a sound. A digraph is two letters making one sound. Segmenting means sounding out. Blending means putting the sounds together to read the word. A story has a beginning, middle and and end. Stories can be re-told using words, puppets and pictures. In a journey story a person/animal goes somewhere and something happens. Labels are used to identify or describe a picture. A poem has lines of words. There is the same word many times in a repeating poem.	Stories can be set in different places. Stories have different characters in them who may look and behave differently. A trigraph is three letters making one sound. Words are put together to make a sentence. A sentence is more than one word. Books have sentences in them. In a losing tale the character loses something special/important and then finds it again. People write a list to organise themselves. A list has one word written underneath another. A poem has a new sentence on a new line. A shape poem is written in the shape in what it is about.	People can use their voice to add expression when reading a story. Adding expression makes the story sound better for the person listening. The same book can be read lots of times to help to know it better. Some books can be used to find out information. A meeting tale is a story where two or more characters meet and they do something together. A caption is a word, phrase or sentence written to describe a picture of photograph. There is the same word or phrase many times in a repeating poem.

Reading Curriculum Content

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<tr>
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<tr>
<td align="center">Traditional tales
Jack and the Beanstalk</td>
<td align="center">Traditional tales
Cinderella</td>
<td align="center">What is great about where we live?
Beegu</td>
<td align="center">What is great about where we live?
The Smartest Giant in Town</td>
<td align="center">Oh I do like to be beside the seaside
Billy's Bucket</td>
<td align="center">Oh I do like to be beside the seaside
The Literacy Shed – Something Fishy</td>
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<td colspan="2" align="center">Text types</td>
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<td>Fiction: Journey story
Non-fiction: Recount
Poetry: Doughnut poem</td>
<td>Fiction: Finding tale
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Non-fiction: Information text – fact file
Poetry: Shape poem</td>
<td>Fiction: Warning tale
Non-fiction: Letter
Poetry: Acrostic poem</td>
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<td colspan="2" align="center">Sticky Knowledge</td>
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<td>Journey story tool box: Character can be a person or animal, character goes somewhere, something happens
Recount tool box: Re-tells an event/experience, past tense, time connectives – first, next, finally
Doughnut poem tool box: Describe object or person, adjectives, most important words in the middle

Different phonemes can sound the same when spoken out loud.
Syllables are like beats within a word.</td>
<td>Finding tale tool box: Character finds something special/amazing, object/person does something special
Instructions tool box: Title, bullet points, imperative verbs
Repeated poem tool box: New sentence on a new line, same word/phrase on each line

The number of syllables in a word can be counted by reading it and saying it out loud.
A compound word is two words that have been joined</td>
<td>Losing tale toolbox: Character loses something special/important, character finds the special/important thing
Non-chronological report toolbox: Title, facts, picture/photograph, caption
Shape poem toolbox: New sentence on a new line, create shape of what the poem is about

Some phonemes may look the same when written down but sound different when read within a word.</td>
<td>Meeting tale toolbox: Character meets another character – person or animal, they do something interesting together
Information text – Wanted poster toolbox: Heading, picture/photograph, adjectives, question
Repeated poem toolbox: New sentence on a new line, same word/phrase on each line

Retrieval means that the answer can be "trapped" within the text.</td>
<td>Wishing tale toolbox: Character wants to something, there is a problem, character overcomes problem and gets what they want
Information text – fact file toolbox: Title, facts, picture/photograph, caption
Shape poem toolbox: New sentence on a new line, create shape of what the poem is about

A prefix is letters added to the beginning of a word.
A suffix is letters added to the end of word.
A non-fiction text will teach you facts and give you information.</td>
<td>Warning tale toolbox: Character told not to do something, character does it anyway, something bad happens/character in trouble, problem solved
Letter toolbox: Who letter is to – dear, to, greeting, written in first person, who letter is from
Acrostic poem: New sentence on a new line, first letter of each line spells out a word, work linked to what the poem is about, first word of each line start with correct letter</td>
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Reading Curriculum Content

Narrative means story. The main characters of a story are the characters who are important to the main events.	together to create a new word. Predict means to make a guess.	A fiction text is a made-up story. A non-fiction text has true facts and information in it.		A non-fiction text will help you answer questions about a new topic.	A contraction is a shorter version of a word where some letters are missing. An apostrophe shows where the missing letters where in a contracted word. Inference means the answer cannot be "trapped" within the text.

Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
Word reading • I recognise and say some phase 5 phonemes (see GIA progression). • I read some year 1 common exception words (see GIA progression). • I divide words into syllables. • I read phonetically decodable words. • I use my phonic knowledge to decode unfamiliar words. • I read compound words. **Comprehension** • I say what I like and do not like about a text. • I link what I have heard or read to my own experiences. • I retell key stories orally using narrative language (e.g once upon a time, next, then, after that). • I describe the main characters within a well-known story. • I learn some poems and rhymes by heart. • I predict what will happen next in a story. • I check my reading makes sense and go back to correct when it doesn't.	**Word reading** • I recognise and say most of the phase 5 phonemes (see GIA progression). • I read most of the year 1 common exception words (see GIA progression). • I read words that end with s, ing, ed and est. • I read words that start with un. **Comprehension** • I answer retrieval questions. • I begin to draw inferences from the text and/or illustrations. • I predict what I think a text is about based on the front cover and title. • I recognise a fiction and non-fiction book. • I can explain that a fiction book is a story and made up. • I can explain that a non-fiction book is an information text.	**Word reading** • I recognise and say all of the phase 5 phonemes (see GIA progression). • I read all of the year 1 common exception words (see GIA progression). • I identify the prefix 'un' in a word. • I identify the suffixes 'ing', 'ed' and 'est in a word. • I read words with contractions and understand that the apostrophe represents the missing letters. • I identify the root word. **Comprehension** • I draw inferences from the text and/or illustrations. • I make predictions about the events in a text based on what I have read so far. • I predict what I think a text is about and give simple reasons for my prediction. • I answer questions about what I have found out from a non-fiction text.
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge

Reading Curriculum Content

Word reading	Word reading	Word reading
Different phonemes can sound the same when spoken out loud. Words can be remembered and read by sight. To decode means to sound out the word and break it down into phonemes. Syllables are like beats within a word. The number of syllables in a word can be counted by reading it and saying it out loud. A compound word is two words that have been joined together to create a new word. **Comprehension** Narrative means story. Predict means to make a guess. People may have favourite stories, books, poems and rhymes. Not everyone likes the same stories, books, poems and rhymes. Learning something by heart means that you remember it very well without help. The main characters of a story are the characters who are important to the main events. A recount is a non-fiction text which re-tells an event. A doughnut poem describes a person or object, putting the most important words in the middle. A finding tale is a story where a character finds something special which does something amazing. Instruction writing is non-fiction writing which tells the reader how to do something.	Some phonemes may look the same when written down but sound different when read within a word. Some words start with un. Some words end with ing, ed and est. **Comprehension** Retrieval means that the answer can be "trapped" within the text. The front cover and title give clues to what a book may be about. The front cover and title help you to predict what a book may be about. A fiction book is a made-up story. A non-fiction texts have facts and information in it. A non-chronological report is a non-fiction text which gives information and facts. A wanted poster is a form of information text.	A prefix is letters added to the beginning of a word. A suffix is letters added to the end of word. A root word is a word with no prefix or suffix added to it. By adding a prefix or suffix to a word, it makes a new word. A contraction is a shorter version of a word where some letters are missing. Vocabulary means words and phrases that are used in speech and in texts. An apostrophe shows where the missing letters where in a contracted word. **Comprehension** Inference means the answer cannot be "trapped" within the text. Thinking about what has happened so far in a story will help you to predict what will happen next. A non-fiction text will teach you facts and give you information. A non-fiction text will help you answer questions about a new topic. A wishing tale is a story where a character wants something and has to overcome a problem to get it. A fact-file is a form of information text. A warning tale is a story where a character is told not to do something but doesn't listen and something bad happens to them as a result. A letter is a non-fiction text where the writer tells the reader something. An acrostic poem is a poem where the first letter of each line spells out an important word.

Reading Curriculum Content

Year 2 - Reading					
Year 2 - Autumn 2022		**Year 2 - Spring 2023**		**Year 2 - Summer 2023**	
Key Theme/Text		Key Theme/Text		Key Theme/Text	
Traditional Tales Little Red	**Traditional Tales** Hansel and Gretel	**Coast to Coast** Kasper and the Titanic Cat	**Coast to Coast** The Lighthouse Keeper's Lunch	**Africa** The Slightly Annoying Elephant	**Africa** The Enormous Crocodile
Text types		Text types		Text types	
Fiction: Journey story Non-fiction: Information text - leaflet Poetry: Repeated poem	Fiction: Finding tale Non-fiction: Letter Poetry: Acrostic poem	Fiction: Wishing tale Non-fiction: Non-chronological report Poetry: Shape poem	Fiction: Conquering the Monster story Non-fiction: Diary entry Poetry: Alliteration poem	Fiction: Character flaw story Non-fiction: Information text – Biography Poetry: Riddle poem	Fiction: Rags to riches story Non-fiction: Recount Poetry: Rhyming poem
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
Journey story toolbox: Character goes somewhere, there is a problem on the way, the problem is resolved **Information text – leaflet toolbox:** Opening statement, facts, rhetorical question, closing statement **Repeated poem toolbox:** Each sentence on a new line, repeat word or phrase within each line Common exception words are words which are in lots of texts. Reciting a poem or story means to say it out loud and perform it. The contents page can be used in a non-fiction text to find information quickly.	**Finding tale toolbox:** Character finds something special/important, the object causes a problem, the character resolves the problem by removing the object somehow **Letter toolbox:** Address, date, who letter is to (dear, to), greeting, written in first person, who letter is from **Acrostic poem toolbox:** Each sentence on a new line, first letter of each line spells out a word, word related to theme of the poem, first word of each line starts with the correct letter To read fluently means to read accurately and	**Wishing tale toolbox:** Character wants something badly, there is a problem stopping them, character overcomes the problem and gets what they want **Non-chronological report toolbox:** Title, sub-headings, facts, paragraphs, picture/photograph, caption **Shape poem toolbox:** Each sentence on a new line, shape of object being described, shape and content of writing link A paragraph is a chunk of text. Sentences within a paragraph are all about the same thing.	**Conquering the monster story toolbox:** Main character meets a monster, monster causes a problem, monster is defeated **Diary entry toolbox:** Past tense, first person, date/time, chorological order of events, time connectives (first, next, after that, finally), from **Alliteration poem toolbox:** Each sentence on a new line, words that begin with the same letter Summarising mean selecting the most important parts of the text in a short statement.	**Character flaw story toolbox:** Main character has a flaw, the flaw gets the character into trouble, the character learns their lesson, the character changes their ways **Information text – Biography toolbox:** Title, sub-headings, paragraphs, chronological order, introduction, key events, dates **Riddle poem toolbox:** Each sentence on a new line, clues, adjectives, question Speech can be found in story books to tell the reader what a character is saying. Speech can be found in a non-fiction text to tell the reader what a person is saying.	**Rags to riches story toolbox:** Character is sad/lonely/badly treated, character faces difficulties, character is helped to overcome difficulties **Recount toolbox:** Re-tells an event/experience, past tense, time connectives – first, next, after that, finally, opening statement, closing statement **Rhyming poem toolbox:** Each sentence on a new line, words at the end of 2 lines rhyme, pairs of lines rhyme Some words have unusual correspondence between grapheme and phoneme.

	understand what you have read. Intonation means to use expression in your voice when speaking, including when reading a text.		A reader adds expression when reading a text by changing their tone of voice.		This means that the spelling may be unexpected. The theme of a story is the message that the writer wants to give to the reader.
Procedural Knowledge		**Procedural Knowledge**		**Procedural Knowledge**	

Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
Word reading • I recognise and read alternative sounds for graphemes. • I accurately read words of two or more syllables and contain the same GPCs. • I read words with common suffixes. • I read some year 2 common exception words (see GIA progression). • I read age-appropriate books accurately and fluently. **Comprehension** • I give an opinion on a range of texts. • I discuss the sequence of events in books and how they relate to each other. • I use prior knowledge, including context and vocabulary, to understand texts. • I re-tell stories, including fairy stories and traditional tales. • I identify recurring language in stories and poems. • I recite some poems by heart. • I use appropriate intonation when reciting poems by heart. • I predict what will happen next based on what I have read so far. • I use the contents page in a non-fiction text to find information.	**Word reading** • I read most of the year 2 common exception words (see GIA progression). • I read most words quickly and accurately when I have read them before without sounding out and blending. • I read age-appropriate books accurately and fluently. **Comprehension** • I read for meaning and check that the text makes sense. • I re-read when a sentence/text does not make sense. • I talk about my favourite words and phrases in stories and poems. • I draw simple inferences from illustrations, events, characters' actions and speech. • I use appropriate intonation when reading a familiar story. • I change the tone of my voice appropriately when reading a familiar story. • I summarise a text by re-telling the main events in a story and the main pieces of information from a non-fiction text.	**Word reading** • I decode automatically and fluently when reading. • I read all of the year 2 common exception words. • I read and comment on unusual correspondence between grapheme and phoneme. • I read age-appropriate books accurately, fluently and confidently. **Comprehension** • I draw inferences from illustrations, events, characters' actions and speech. • I begin to identify the theme of a story. • I use appropriate intonation when reading speech in a story. • I ask questions about what I have read.

Reading Curriculum Content

Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
Word reading Common exception words are words which are in lots of texts. Common exception words do not always follow the phonic rules. To read fluently means to read accurately and understand what you have read. **Comprehension** People may have an opinion on a text; they may like or dislike it and give reasons. Intonation means to use expression in your voice when speaking, including when reading a text. Events in text may be sequenced in a logical order – the order of what happened in a story, related facts or information in a non-fiction text. Fairy stories and traditional tales are about magical and imaginary beings and lands. Some words and phrases can be repeated in stories and poems. Reciting a poem or story means to say it out loud and perform it. A leaflet is a form of information text.	**Word reading** After segmenting and blending a word to read a few times you often do not need to decode it again and can remember it and read it by sight. **Comprehension** Words, sentences, paragraphs and texts can be re-read when they do not sound right or make sense. A paragraph is a chunk of text. Sentences within a paragraph are all about the same thing. When reading a person may change the tone of their voice to keep the reader interested. A reader adds expression when reading a text by changing their tone of voice. The illustrations, events, characters' actions and speech all provide clues to answer inference questions about a story. Summarising mean selecting the most important parts of the text in a short statement. In a conquering the monster story a character meets a monster, who causes a problem and is defeated. A diary entry is a non-fiction text which gives information about an event or person from the past. An alliteration poem has words which begin with the same letter on each line.	**Word reading** Some words have unusual correspondence between grapheme and phoneme. This means that the spelling may be unexpected. Automatic decoding means reading sentences/texts without stopping to segment and blend. **Comprehension** Speech can be found in story books to tell the reader what a character is saying. Speech can be found in a non-fiction text to tell the reader what a person is saying. The reader may use intonation when reading speech in texts. The theme of a story is the message that the writer wants to give to the reader. A character flaw story is a story where the main character has a flaw which gets them into trouble. A biography is a form of information text which provides information about a person and their life. A riddle poem has clues to help the reader guess what it is about. A rags to riches story has a character who is sad/lonely/badly treated and helped to overcome their difficulties. A rhyming poem has pairs of lines that have words in them which rhyme.