

Term	Autumn 1	
Year R	Grapheme-Phoneme Correspondence	
Concept	Word Reading	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that written letters correspond to sounds. Children need to know that in addition to the 26 letters of the alphabet, there are also digraphs (special friends). As soon as children begin to blend orally and assisted, they need to know that sounds can be blended to form spoken words. Children need to know that in the English language we sequence from left to right. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to pronounce the pure sounds. Children will learn to respond with the correct sound for the GPCs that they have been taught so far (depending on their RWI group) Children will learn how to blend sounds using 'F-r-e-d talk' and 'F-r-e-d in your head' to decode words.
Vocabulary	letters, sounds, phonemes, graphemes, special friends, digraphs, blend, words, F-r-e-d talk, F-r-e-d in your head, decode, read	
Year 1	Applying phonics knowledge to decode	
Concept	Word Reading	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that written letters correspond to sounds. (revisiting from Year R) <ul style="list-style-type: none"> All children need to know what digraphs and trigraphs (special friends) are and what sounds they make. Some children (RWI group dependent) need to know that some graphemes correspond to more than one phoneme. Some children (RWI group dependent) need to know that some phonemes can be represented by more than one grapheme. Some children (RWI group dependent) need to know alternative sounds for the GPCs that have been taught so far. Children need to know that phonemes can be blended to form spoken words. (revisiting from Year R) Children need to know what syllables are. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise responding speedily with the correct sound for the GPCs that they have been taught so far (RWI group dependent). Children will practise accurate blending by using 'F-r-e-d talk' and 'F-r-e-d in your head' to decode words automatically. <ul style="list-style-type: none"> Some children (RWI group dependent) will learn how to break some longer words down into syllables in order to decode them more easily. Children will practise using their phonic knowledge and skills to read and re-read books, in order to begin to develop their accuracy and fluency.
Vocabulary	letters, sounds, phoneme, grapheme, special friends, digraphs, trigraphs, blend, words, F-r-e-d talk, F-r-e-d in your head, decode, read, fluent, syllable	
Year 2	Confidence and fluency with phonics (and other decoding strategies)	
Concept	Word Reading	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know the phoneme that corresponds to every grapheme that they have learned so far. (revisiting from Year 1, including new sounds depending on their RWI group) Children need to know that some graphemes correspond to more than one phoneme and that some phonemes can be represented by more than one grapheme. (revisiting from Year 1, including new GPCs depending on their RWI group) Children need to know alternative sounds for the GPCs that have been taught so far. (revisiting from Year 1, including new GPCs depending on their RWI group) Children need to know that phonemes can be blended to form spoken words. (revisiting from Year 1) Children need to know what fluent reading is, what it sounds like and how it helps to ensure we read for meaning. (revisiting from Year 1) Children need to know to take notice of punctuation when reading and how this can affect meaning. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise responding speedily with the correct sound for the GPCs that they have been taught so far. (revisiting from Year 1 but with increasing speed and newly learned sounds) Children will practise accurate blending by using 'F-r-e-d talk' and 'F-r-e-d in your head' to decode words automatically. (revisiting from Year 1, but with increasing speed and more complex words) Children will learn how to break some longer words down into syllables in order to decode them more easily. (revisiting from Year 1 but with longer words, some compound words and showing an awareness of suffixes) Children will practise using their phonic knowledge and skills to read and re-read books, in order to begin to develop their accuracy and fluency. (revisiting from Year 1 but with increased fluency – aiming for 90w/p/m / fluent enough to focus on comprehension) Children will practise reading unfamiliar words within a context to help them identify which sound should be used. Children will practise taking notice of punctuation when reading, to make the meaning clear.
Vocabulary	letters, sounds, phoneme, grapheme, special friends, digraphs, trigraphs, blend, words, F-r-e-d talk, F-r-e-d in your head, decode, read, fluent, punctuation, expression	

Term	Autumn 2	
Year R	Listening, responding and participating in discussions about stories, non-fiction and poetry	
Concept	Reading for Pleasure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what it means to listen and pay attention. Children need knowledge of vocabulary and how different words can be used to say the same or a similar meaning. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn turn taking. Children will be exposed to a range of different stories. Children will learn to articulate their likes and dislikes. Children will be exposed to a range of predictable texts whereby they can join in with recognisable language and develop enthusiasm for listening to narratives, poetry etc.
Vocabulary	listen, turn, like, dislike, story, poem, rhyme, book	
Year 1	Listening to, discussing, appreciating and retelling narratives	
Concept	Reading for Pleasure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need knowledge of what narratives are. Children need to know and become familiar with key stories, fairy stories and traditional tales. Children need knowledge of characteristics of stories (e.g. settings, characters, plot, problem, resolution, moral, ending etc.) Children need to know language commonly used when retelling (e.g. first, next, after that etc.) Children need knowledge of what poetry is. Children need knowledge of non-fiction texts. Children need knowledge of characteristics of poetry (e.g. repetition, rhythm, rhyme etc.) Children need knowledge of characteristics of non-fiction (e.g. contents, glossary, labels etc.) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will begin to participate in discussions about what is read to them. Children will learn how to express their views appropriately e.g. 'I think... because...' Children will learn how to listen and then build upon the ideas of others, taking turns appropriately. Children will learn to sequence and retell narratives that they have listened to, in their own words and will learn to consider their particular characteristics. Children will learn to link what they hear to their own experiences.
Vocabulary	narrative, story, traditional tale, setting, character, plot, beginning, problem, resolution, moral, ending, book, first, next, then, after that, poem, non-fiction, repetition, rhyme, rhythm, contents, glossary, label, because, sequence, retell, link	
Year 2	Listening to, discussing, retelling and expressing views about a range of texts	
Concept	Reading for Pleasure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need knowledge of what narratives are. (revisiting from Year 1) Children need knowledge of language used when retelling e.g. 'First, next, after that... etc.' (revisiting from Year 1) Children need to know what non-fiction books are and what their purpose is. (revisiting from Year 1) Children need to know how non-fiction books are structured and how they can be read. Children need knowledge of what poetry is. (revisiting from Year 1) Children need knowledge of literary features and vocabulary and how these elements can be used for certain literary effects in stories and poetry. (revisiting from Year 1) Children need to know further poems by heart. Children need knowledge of what fluent reading is, what it sounds like and how it helps convey meaning. (revisiting from Year 1 and Autumn 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise expressing their views appropriately. (revisiting from Year 1) Children will practise building upon the ideas of others. (revisiting from Year 1) Children will practise discussing and explaining their understanding of a range of material that they read and listen to. Children will practise sequencing events and using their own words to retell narratives. (revisiting from Year 1) Children will learn to recognise simple recurring literary language in stories and poetry. Children will practise discussing their preferences for words and phrases and using strategies to find out what words mean, if they are unsure. Children will recite poetry by heart and practise speaking confidently.
Vocabulary	narrative, story, traditional tale, setting, character, plot, beginning, problem, resolution, moral, ending, book, first, next, then, after that, poem, non-fiction, repetition, rhyme, rhythm, contents, glossary, label, because, sequence, retell, link, words, phrases, language, recite, practise, perform	

Term	Spring 1	
Year R	Understanding, clarifying and retelling narratives	
Concept	Reading for Meaning	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know a range of different stories. Children need to know that sentences are written to provide meaning. Children need to know what questions are and that we can ask questions in order to clarify our understanding e.g. if we are looking for a reason we ask a 'why' question, whereas a time will require a 'when' question etc. Children need knowledge of sequencing. Children need to know the components that make up a story e.g. characters and settings. Children need a knowledge of time and tense (e.g. past and present) Children need to exposure to vocabulary that can be used when retelling narratives. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise listening and responding to what they hear, with relevant comments and comments and questions. Children will practise sequencing and retelling narratives in their own words.
Vocabulary	story, tale, question, character, setting, sequence, past, present, retell, first, next, after that, later, beginning, problem, middle, end	
Year 1	Asking and answering questions and checking for sense when reading	
Concept	Reading for Meaning	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that reading should make sense. Children need to know what questions are. Children need to know a range of question words and the sort of answers that they need to give e.g. 'Why' questions need a 'because'. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will continue expressing their views appropriately e.g. 'I think... because...' so that they can draw on what they already know or background information and vocabulary provided by the teacher. (revisiting from Autumn 2) Children will practise building upon the ideas of others. (revisiting from Autumn 2) Children will learn to identify whether or not they understand the sentence they have just read. Children will learn how to use their knowledge of alternative GPCs to check for sense and correct inaccurate reading e.g. 'read' and 'read' will depend on the context.
Vocabulary	meaning, sense, question, answer, ask, who, what, where, when, why, how, check	
Year 2	Asking and answering questions (including some inferences and predictions), and checking for sense when reading	
Concept	Reading for Meaning	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that reading should make sense. (revisiting from Year 1) Children need to know what inference is, why inference is needed in some texts and why the author may withhold information. (revisiting from Year 1) Children need to know a range of question words and the sort of answers that they need to give e.g. 'Why' questions need a 'because'. (revisiting from Year 1) Children need knowledge of using what they know rather than guessing. (revisiting from Year 1) Children need to know what it means to make a logical prediction. (revisiting from Year 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise identifying whether or not they understand the sentence they have just read. (revisiting from Year 1) Children will use their knowledge of alternative GPCs to check for sense e.g. 'read' and 'read' will depend on the context. (revisiting from Year 1) Children will practise asking and answering questions and making inferences. (revisiting from Year 1, but in reference to more complex texts) Children will practise making plausible predictions. (revisiting from Year 1, but with more complex texts)
Vocabulary	meaning, sense, question, answer, ask, who, what, where, when, why, how, check, infer, inference, predict, prediction	

Term	Spring 2	
Year R	Reading words and sentences using F-r-e-d talk and recognising red words	
Concept	Word Reading	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that written letters correspond to sounds. (revisiting from Autumn 1) Children need to know that in addition to the 26 letters of the alphabet, there are also digraphs (special friends). (revisiting from Autumn 1) Children need to know that sounds can be blended to form spoken words. (revisiting from Autumn 1) Children need to know that not all words can be decoded phonetically. Children need an understanding of what letters, sounds, words and sentences are, so that they understand the purpose of sequencing words to form sentences, giving meaning. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children practise pronouncing the pure sounds. (revisiting from Autumn 1, with newly learned sounds, depending on their RWI group) Children practise responding with the correct sound for the GPCs that they have been taught so far (depending on their RWI group) (revisiting from Autumn 1 but with newly learned sounds and increased speed) Children practise blending sounds using 'F-r-e-d talk' and 'F-r-e-d in your head' to decode words. (revisiting from Autumn 1 but with more complex words containing newly learned sounds) Children will begin to recognise the red words that they have learned so far (depending on their RWI group) by sight and be exposed to adults articulating the 'tricky' part in these red words.
Vocabulary	letters, sounds, phonemes, graphemes, special friends, digraphs, blend, words, F-r-e-d talk, F-r-e-d in your head, decode, read, sentence, red word	
Year 1	Suffixes, contractions and common exception words to develop confidence and fluency	
Concept	Word Reading	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know alternative sounds for the GPCs taught so far. (revisiting from Autumn 1 but with newly learned sounds, depending on their RWI group) Children need to know phonemes can be blended to form spoken words. (revisiting from Autumn 1) Children need to know suffixes are added to the end of root words in order to change their meaning. Children need to recognise common suffixes e.g. -s and -es to change nouns into plurals, -ing and -ed to change the tense of verbs and the comparative and superlative -er and -est. Children need to know that not all words can be decoded phonetically. (revisiting from Year R) Children need to know what makes each 'red word', a 'red word' and where there is an unusual correspondence between spelling and sound. Children need to know what contractions are. Children need to recognise common contractions and understand that the apostrophe represents a letter or letters that have been omitted. Children need to know what fluent reading is, what it sounds like and how it helps to ensure we read for meaning. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise responding speedily with the correct sound for the GPCs that they have been taught so far (RWI group dependent). (revisiting from Autumn 1 but with newly learned sounds and increased speed) Children will practise accurate blending by using 'F-r-e-d talk' and 'F-r-e-d in your head' to decode words automatically. (revisiting from Autumn 1 but with increased complexity and newly learned sounds) Children will learn how to break some longer words down into syllables in order to decode them more easily. (revisiting from Autumn 1) Children will practise using their phonic knowledge and skills to read and re-read books, in order to begin to develop their accuracy and fluency. (revisiting from Autumn 1) Children will learn to read words containing GPCs that they have been taught so far and the suffixes that they have learned. Children will practise recognising 'red' words by sight and discussing the unusual correspondence between spelling and sound. Children will learn to read words with contractions.
Vocabulary	letters, sounds, phoneme, grapheme, special friends, digraphs, trigraphs, blend, words, sentences, F-r-e-d talk, F-r-e-d in your head, decode, read, fluent, red word, suffixes, contractions, apostrophe, syllable	
Year 2	Suffixes, common exception words and reading aloud with expression	
Concept	Word Reading	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what suffixes are. (revisiting from Year 1) Children need to recognise common suffixes e.g. -ful, -less, -ment, -ness, -ly. Children need to know that not all words can be decoded phonetically. (revisiting from Year 1) Children need to know what makes each 'red word', a 'red word' and where there is an unusual correspondence between spelling and sound. (revisiting from Year 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to read words containing GPCs that they have been taught so far and the suffixes -ful, -less, -ment, -ness and -ly. Children will practise reading accurately and fluently, with increasing expression, sounding out quickly and accurately where needed and recognising red words by sight. Children will learn to read with expression.
Vocabulary	red word, suffixes, contractions, apostrophe, syllable, expression	

Term	Summer 1	
Year R	Inventing, adapting and recounting stories and performing songs, rhymes and poems	
Concept	Reading for Pleasure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need knowledge of vocabulary and how different words can be used to say the same or a similar meaning. (revisiting) Children need to know what it means to use their imagination. Children need to know what performing means and how this differs from practising. Children need to know what rhymes, poems and stories are and how they differ from one another. Children therefore need to know what rhyme is and why it is often used in poetry. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to articulate their likes and dislikes. (revisiting from Autumn 2) Children will be exposed to a range of predictable texts and will learn to join in with recognisable language, developing their enthusiasm for literature. (revisiting from Autumn 2) Children will learn how to continue a rhyming string.
Vocabulary	imagination, practise, perform, rhyme, poem, story, like, dislike	
Year 1	Vocabulary	
Concept	Reading for Pleasure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need knowledge of what poetry is. (revisiting from Autumn 2) Children need knowledge of characteristics of poetry (e.g. repetition, rhythm, rhyme etc.) (revisiting from Autumn 2) Children need to know what performing means and how this differs from practising. (revisiting from Year R) Children need to know what rhyme is, why it is often used in poetry and how to continue a rhyming string. (revisiting from Year R) Children need to know some poems by heart. Children need knowledge of what fluent reading is, what it sounds like and how it helps convey meaning. Children need exposure to confident speaking. Children need to know how to take notice of punctuation when reading and how this can affect meaning. Children need to develop their knowledge of vocabulary. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will participate in discussions about what is read to them. (revisiting from Autumn 2) Children will continue to practise expressing their views appropriately e.g. 'I think... because...' (Particularly when disagreeing with others, due to differing preferences.) (revisiting from Autumn 2) Children will continue to build upon the ideas of others, taking turns appropriately. (revisiting from Autumn 2) Children will practise linking what they read or hear to their own experiences. (revisiting from Autumn 2) Children will learn to discuss features of poetry. Children will learn to recognise and join in with some predictable phrases. Children will begin to learn some strategies for finding out the meaning of new vocabulary. Children will begin to develop an awareness of author's choice and using certain vocabulary for effect.
Vocabulary	poetry, poem, rhythm, rhyme, repetition, practise, perform, recite, vocabulary, link, author, poet, meaning, definition, effect	
Year 2	Making links	
Concept	Reading for Pleasure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to understand the differences between different types of text. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to make comparisons between different types of texts.
Vocabulary	compare, similar, similarity, different, difference, link, experience, author, illustrator, features	

Term	Summer 2	
Year R	Anticipating key events in stories	
Concept	Reading for Meaning	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to know a range of different stories. (revisiting from Spring 1) • Children need knowledge of sequencing, and how stories typically progress e.g. problem, happy ending etc. (revisiting from Spring 1) • Children need to know what it means to anticipate or predict. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> • Children will be exposed to a range of predictable texts and will learn to join in with recognisable language, developing their enthusiasm for literature. (revisiting from Autumn 2 and Summer 1) • Children will learn to make reasonable predictions based on known information.
Vocabulary	story, tale, question, character, setting, sequence, past, present, retell, first, next, after that, later, beginning, problem, middle, end, predict	
Year 1	Inference and Predictions	
Concept	Reading for Meaning	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to know what inference is. • Children need to understand why inference is used in some texts and why the author may withhold information. • Children need knowledge of using what they know rather than guessing. • Children need to know what it means to make a logical prediction. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> • Children will practise using what they already know to answer questions and make inferences. • Children will learn to use picture clues to answer questions and make inferences. • Children will learn to make plausible predictions on the basis of what has been read so far. • Children will learn to discuss the significance of the title and events within the story.
Vocabulary	infer, inference, logical, prediction, predict, link, experience, title, events	
Year 2	Inference and Predictions	
Concept	Reading for Meaning	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to know what inference is. (revisiting from Spring 1) • Children need to understand why inference is needed in some texts and why the author may withhold information. (revisiting from Spring 1) • Children need knowledge of using what they know rather than guessing. (revisiting from Spring 1) • Children need to know what it means to make a logical prediction. (revisiting from Spring 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> • Children will practise using what they know, making inferences and predictions. (revisiting from Spring 1)
Vocabulary	meaning, sense, question, answer, ask, who, what, where, when, why, how, check, infer, inference, predict, prediction	