

Summerhill Infant School

Coverage and progression map for Reading



Word Reading Comprehension

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Early Learning Goals <ul style="list-style-type: none"> Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension Children at the expected level of development will: - 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. 					
	Me, Myself and I (Settling, Baseline)	Once Upon a Time	Food glorious Food	People Who Help Us	Minibeasts	Wonderful Water
	Understand that print has meaning. Understand that print can have different purposes. Understand that we read English from L-R & T-B. (N)	Understand the names for different parts of a book. Spot and suggests rhymes. Count or clap syllables in a word. Recognise sounds with the same initial sounds. (N) Engage in extended conversations about stories, learning new vocabulary. (N)	Say individual sounds for letters. Blends known sounds into words. (R) Re-read books to develop fluency and understanding. (R)	Read some letter groups that say 1 sound. Read a few common Exception Words.(R) Anticipate key events in stories. (R)	Read words consistent with set 1 sounds. Say a sound for each letter of the the alphabet and at least 10 digraphs. Re-tell stories to demonstrate understanding. (R)	Read some simple phrases and sentences including CEWs. Read aloud simple sentences in books.(R) Use and understand new vocabulary during discussions and role play. (R)
	Book Band – Pink (Phonics) RWI – Ditties/Red	Book Band – Pink (Phonics) RWI – Ditties/Red	Book Band – Pink (Phonics) RWI – Green	Book Band – Red RWI - Green	Book Band – Red RWI - Purple	Book Band – Yellow (BR@P) RWI - Purple

Year 1	Term 1 Me and my community	Term 2 Enchanted Woodland	Term 3 Pirates	Term 4 Old Toys	Term 5 Going Green!	Term 6 Castles and Dragons
	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Understand both the books that can already read accurately and fluently and those listened to by drawing on what is already known/ background information and vocabulary provided by the teacher - by predicting what might happen on the basis of what has been read so far.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which can read independently - by being encouraged to link what is read or heard read to own experiences.</p>	<p>Read aloud accurately books are decodable using phonic knowledge. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Participate in discussion about what is read, taking turns and listening to what others say, explain clearly his/her understanding of what is read.</p>	<p>Quickly say sounds of all letters and letter groups, read many words quickly and accurately without needing to sound and blend words that I've seen before.</p> <p>Check that the text makes sense and correcting inaccurate reading. Become very familiar with key stories and retelling them. Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Read other words of more than one syllable that contain taught GPCs. Read words containing taught GPCs and -s, -es, -ing, -ed, er and -est endings.</p> <p>Discuss the title and events in books that have been read or shared. Discuss a character's feelings from a book that has been read or shared. Predict what might happen next in a story.</p>	<p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). Read and blend all sounds taught. Read words containing common suffixes.</p> <p>Discuss the significance of the title and events, make inferences on the basis of what is being said and done. Discuss word meanings, linking new meanings to those already known.</p>
	Book Band – Yellow RWI - Pink	Book Band – Blue RWI - Pink	Book Band – Green RWI - Orange	Book Band – Green RWI - Orange	Book Band – Orange RWI - Yellow	Book Band – Turquoise RWI - Blue

Year 2	Term 1 Animals in the Wild	Term 2 Victorian Bristol	Term 3 Around the World in 28 Days	Term 4 Explorers	Term 5 Journey into Space	Term 6 Being Human
	<p>Continue to apply phonic knowledge to decode words until automatic decoding has become embedded and reading is fluent. Blend the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation. Draw on what he/she already knows or on background information and vocabulary provided by the teacher. Check that the text makes sense and corrects inaccurate reading.</p>	<p>Read accurately by blending, read accurately words of two or more syllables that contain graphemes, read words containing common suffixes.</p> <p>Understand by making inferences based on what is being said and done and by answering and asking questions.</p> <p>Discuss and expressing views about a wide range of text at a level beyond that at which read independently. Recognise simple recurring literary language in stories and poetry predicting what might happen based on what has been read so far.</p>	<p>Read common exception words, re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, discuss the sequence of events in books and how items of information are related.</p>	<p>Read most words quickly and accurately, without overt blending. Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.</p> <p>Discuss books, poems and other works, taking turns and listening to what others say. Explain and discuss understanding of texts both those that he/she listens to and those that he/she reads for himself/herself. Explain what has happened so far in a text, recognise repeated themes and ideas in stories and poetry.</p>	<p>AFL Consolidation of KS1 Learning SATs Comprehension activities Video target pupils Discuss and clarify the meanings of words, linking new meanings to known vocabulary, discuss favourite words and phrases.</p>	<p>AFL Consolidation of KS1 Learning Phonics Screening Check re-take.</p> <p>Review learning for the year, Guided Reading, Pupil Voice – Book Reviews, Making links activities, Videoed reading, Comprehension activities.</p>
	Book Band – Purple RWI - Grey	Book Band – Purple RWI - Grey	Book Band – Gold RWI - Comprehension	Book Band – Gold RWI - Comprehension	Book Band – White RWI - Comprehension	Book Band – Lime RWI - Comprehension