



Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School Reading Skills Progression

EYFS			
Reading	Autumn	Spring	Summer
<p><u>Skills progression</u></p>	<p><u>Comprehension</u> Begin to take turns in conversation. Listen when others speak. Follow simple instructions Listen to and enjoy stories. Ask and respond to simple questions. Ask and respond to 'why' and 'how' questions. Handle books with care. Demonstrate interest in a range of books including fiction and non-fiction. Use illustrations to retell a story using some of the sequence. Begin to use ideas from stories to create their own simple stories verbally. Engage in extended conversations about stories, learning and using new vocabulary. Articulate their thoughts in well-formed sentences.</p> <p><u>Word reading</u> Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Join in with rhymes, songs and stories. Distinguish between sounds in the environment.</p>	<p><u>Comprehension</u> Maintain focus and attention on tasks for longer periods. Respond to 2-part instructions. Listen and respond to ideas during discussion. Listen to a whole story beginning to end. Understand 'who', 'what', 'where' questions. Connect one idea or action to another using a range of connectives. Recall key points from a story. Ask and answer questions about a story. Retell stories they have a deep familiarity with, some as exact repetition and some in their own words. Begin to create their own stories verbally and in role play, and represent using pictures and some sounds/words. Suggest how stories may end - make 'good' predictions. Use new vocabulary in different contexts. Follow stories without pictures or props. Talk about characters, story settings.</p> <p><u>Word reading</u> Identify rhyme in words/sentences. Read some letter groups that each represent one sound and say sounds for them (digraphs/trigraphs). Recognise taught di/trigraphs in words and blend sounds to read.</p>	<p><u>Comprehension</u> Hold back and forth conversations with others. Describe events in some detail using language of sequencing. Use talk to work out problems and organise thinking and activities, explaining how things work and why they might happen. Listen attentively and respond to what they hear with relevant comments and actions when being read to, during class discussions, and small group interactions. Ask questions to clarify understanding.</p> <p>Begin to innovate well-known stories to create alternative endings. Create own stories verbally based on stories, experiences and imagination.</p> <p><u>Word reading</u> Say a sound for each letter of the alphabet and some digraphs. Read aloud simple sentences consistent with phonic knowledge and tricky word knowledge. To read longer words. To read compound words.</p>

	<p>Play with sounds, songs and rhymes. Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as ‘money and mother’ Recognise/read own name. Identify initial sounds orally. Segment and blend simple words orally. Demonstrate interest in environmental text. Begin to read individual letters by saying a sound for them. Begin to notice some letters they are familiar with within text. To begin to read words using taught sounds.</p>	<p>Read some tricky words linked to phonics scheme. Read a few common exception words matched to the school’s phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Begin to read multi-syllabic words. Re-read what has been read to ensure it makes sense. To read longer words including those with double letters. To read words with -es/z/ at the end. To read words with s and s/z/ at the end. To read sentences containing Tricky Words and digraphs.</p>	<p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>Re-read what they have read to check it makes sense.</p>
<p><u>Early learning goals</u></p>	<p><u>ELG: Listening, Attention and Understanding</u> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>ELG: Speaking</u> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of 		

conjunctions, with modelling and support from their teacher

ELG: 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

	Year 1	Year 2
Word reading	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<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 • reread these books to build up their fluency and confidence in word reading
Comprehension-Linked to reading vipers	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <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- V5 	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <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-V1

- being encouraged to link what they read or hear to their own experiences-**E1**
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics-**V3**
- recognising and joining in with predictable phrases-**V3**
- learning to appreciate rhymes and poems, and to recite some by heart-**V3**
- discussing word meanings, linking new meanings to those already known-**VI**
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher-**V4**
 - checking that the text makes sense to them as they read, and correcting inaccurate reading-**S1**
 - discussing the significance of the title and events-**S3**
 - making inferences on the basis of what is being said and done-**I1**
 - predicting what might happen on the basis of what has been read so far-**P1**
- participate in discussion about what is read to them, taking turns and listening to what others say-**P1**
- explain clearly their understanding of what is read to them-**E3**

Year 1 VIPERS progression-

Vocabulary-

1. Discussing word meanings, linking new meanings to those already known
2. Draw upon knowledge of vocabulary in order to understand the text
3. Join in with predictable phrases
4. Use vocabulary given by the teacher
5. Discuss his/her favourite words and phrases

Inference

- discussing the sequence of events in books and how items of information are related-**S1**
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales-**S2**
- being introduced to non-fiction books that are structured in different ways-**E1/3**
- recognising simple recurring literary language in stories and poetry-**V3**
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary-**V1**
- discussing their favourite words and phrases-**V2**
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear-**S2**
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher-**V2**
 - checking that the text makes sense to them as they read, and correcting inaccurate reading-**R1/5**
 - making inferences on the basis of what is being said and done-**I1/2**
 - answering and asking questions-**R1/2**
 - predicting what might happen on the basis of what has been read so far-**P1/2**
- 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-**I1/R5**
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves-**E1**

Year 2 VIPERS progression-

Vocabulary

1. Children make basic inferences about characters' feelings by using what they say as evidence
2. Infer basic points with direct references to the pictures and words in the text
3. Discuss the significance of the title and event
4. Demonstrate simple inference from the text based on what is being said and done

Prediction

1. Predict what might happen on the basis of what has been read so far in terms of story, character and plot
2. Make simple predictions based on the story and their own life experience
3. Begin to explain these ideas verbally or through pictures

Explaining

1. Give my opinion including likes and dislikes
2. Link what they read and hear to their own experiences
3. Explain clearly what has been read to them
4. Express views about events and characters

Retrieval

1. Answer a question about what, has just happened in a story.
2. Develop their understanding of retrieval through images
3. Recognise characters, events, titles and information
4. Recognise differences between fiction and non-fiction
5. Retrieve information by finding a few key words
6. Contribute their ideas and thoughts in discussion

Sequence

1. Retell familiar stories orally
2. Sequence the events of a story they are familiar with
3. Begin to discuss how events are linked

1. Discuss and clarify meanings of words- linking new meanings to known vocabulary
2. Discussing their favourite words and phrases
3. Recognise some recurring language in stories and poems

Inference

1. Make inferences about characters' feelings using what they say and do
2. Infer basic points and with support, pick up subtler references
3. Answer and ask questions and modify answers as the story progresses
4. Use pictures or words to make inferences

Prediction

1. Predict what might happen on the basis of what has been read in terms of plot, character and language so far
2. Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them

Explaining

1. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read themselves.
2. Express my own views about a book or poem
3. Discuss some similarities between books
4. Listen to the opinions of others

Retrieval

1. Independently read and answer simple questions about what they have just read
2. Ask and answer retrieval questions
3. Draw on previously taught knowledge
4. Remember significant events and key information about the text they have read
5. Monitor their reading, checking words they have decoded to check that they fit within the text they have already read

		<p><u>Sequence</u></p> <ol style="list-style-type: none">1. Discuss the sequence of events in books and how items of information are related2. Retell using a wider variety of story language3. Order events from the text4. Begin to discuss how events are linked focusing on the main content of the story
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