

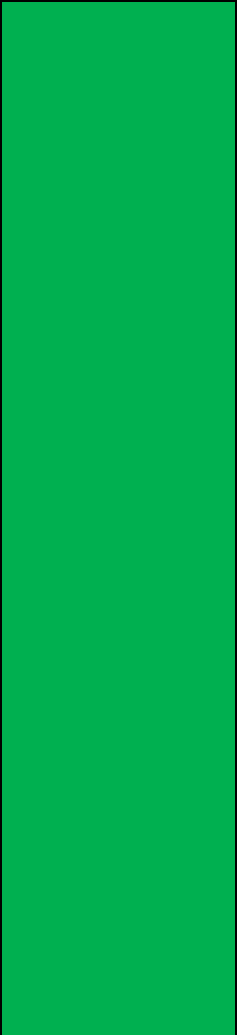
Applecroft School Curriculum Map



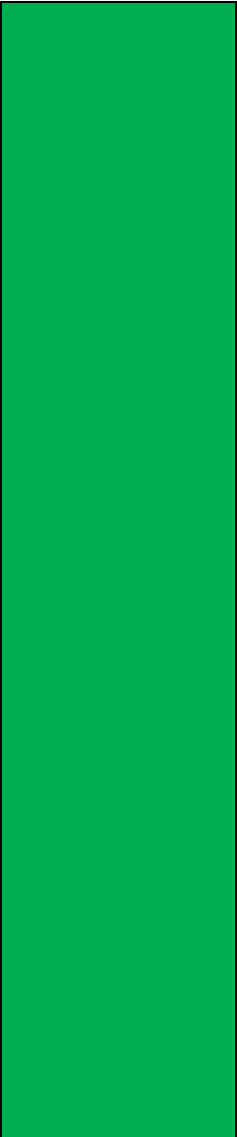
Reading Nursery- Year 2

	Nursery	Reception	Year 1	Year 2
Reading Behaviours and Fluency	<p>Understand 5 key concepts about print:</p> <p>Print has meaning Print has different purposes We read English text from left to right and top to bottom Names of different parts of a book Page sequencing</p> <p>Has favourite stories, rhymes, poems or jingles Handles books and touchscreen with care and confidence</p> <p>Regular sharing of books and discussion of children's ideas and responses (dialogic reading).</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and speech that is increasingly influenced by experience of reading. Knows print carries meaning and is read left to right and top to bottom</p> <p>Handles books and touchscreen with care and confidence.</p> <p>Regular sharing of books and discussion of children's ideas and responses (dialogic reading).</p>	<p>Read age-appropriate texts fluently, pause appropriately, reading in phrases, and using punctuation with around 90% accuracy</p> <p>Re-read to self-correct if meaning is lost and ask questions to clarify</p> <p>Connect what they read or hear to their own experiences</p> <p>Know the voice telling the story is called the narrator</p> <p>Makes personal reading choices and gives reasons for choice</p>	<p>Self-correct spontaneously and at the point of error</p> <p>Sustains silent reading most of the time</p> <p>Sustain interest in longer narratives e.g. a short chapter book</p> <p>Recognise the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response.</p> <p>Makes personal reading choices and explains reasons for choice</p>

<p>Word Reading</p>	<p>Develop children's phonological awareness so that they can:</p> <p>Spot and suggest rhymes Count and clap syllables in word Recognise words with same initial sound such as money and mother Recognise familiar logos from commercial print, icons for apps. and children's popular culture</p> <p>Phonics Teaching: foundations for phonics</p> <p>Daily phonics are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting</p> <p>Make changes to rhymes and songs e.g. "Twinkle, twinkle yellow car"</p> <p>Miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as</p>	<p>Develop children's phonological awareness so that they can:2</p> <p>Show awareness of rhyme, alliteration and recognises rhythm in spoken word Clap or tap syllables Hear and says initial sounds in words</p> <p>Phonics Teaching Phases 2-4</p> <p>Term 1 Children to be taught the phase 2 phonemes alongside the written grapheme</p> <p>Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</p> <p>Learn and automatically recognise Tricky words</p> <p>Autumn 1- is I the</p> <p>Autumn 2- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>- Term 2</p> <p>Children to be taught the phase 3 phonemes alongside the written grapheme</p> <p>Learn and automatically recognise Tricky words</p>	<p>Consolidate and extend children's phonological awareness so that they can:</p> <p>Phonics Teaching Phase 5 Respond speedily with the correct sound to grapheme correspondence for the 44 phonemes</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read words containing -s, -es, -ing, -ed, -er, -est endings</p> <p>Split two and three syllable words into the separate syllables to support blending for reading</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter</p> <p>Autumn 1- Review Reception Tricky words</p> <p>Learn and automatically recognise Y1 Tricky words:</p>	<p>Secure phonic knowledge (refer to Y1)</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -ly</p> <p>Read further common exception words, noting tricky parts</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending</p> <p>Read aloud books closely matched to their secure phonic knowledge, sounding out</p>
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	<p>you can, you can't catch me I'm the gingerbread —."</p> <p>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and '</p>	<p>Spring 1- was, you, they ,my, by, all, are, sure, pure</p> <p>Spring 2-</p> <p>Term 3</p> <p>The children learn to read and spell words containing adjacent consonants</p> <p>Children to revise and recall all Phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words.</p> <p>Learn and automatically recognise Tricky words:</p> <p>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Autumn 2: their, people, oh, your, Mr, Mrs, Ms, ask, could should, would, our, house, mouse, water, want</p> <p>Spring 1: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work</p> <p>Spring 2: once, laugh, because, eye,</p> <p>Summer 1: phonics screening, no new tricky words</p> <p>Summer 2: busy, beautiful, pretty, hour, move, improve, parents, shoe.</p> <p>Apply phonic knowledge for reading</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge Develop fluency, accuracy and confidence by re-reading books</p> <p>Read more challenging texts using phonics and high frequency word recognition</p>	<p>unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Demonstrate consideration of prosody and intonation when reading aloud with increasingly assured expression.</p> <p>Begin to read longer and less familiar texts independently</p>

<p>Vocabulary</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read more complex stories to help children to learn a wider range of vocabulary. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read more complex stories to help children to learn a wider range of vocabulary. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</p>	<p>Identify simple and recurring literary language</p> <p>Identifies the meaning of vocabulary in context</p> <p>Explain understanding of texts that are pitched beyond the level they can read independently</p>	<p>Discuss effective language choices, e.g. 'slimy' is a good word there because ...</p> <p>Identify that adverbs help to tell us how the character is feeling</p>
<p>Retrieving</p>	<p>Join in with repeated phrases and refrains when books are read to them</p> <p>Repeats and uses actions and phrases from familiar stories</p> <p>Fills in missing phrases or words from rhymes or stories</p> <p>Enjoys rhythmic activity joining in with the words of familiar songs and rhymes</p> <p>Joins in with stories and poems one to one and in small groups.</p> <p>Begins to be aware of the structure of stories and tell their own stories</p>	<p>Recognise patterns in texts, e.g. repeated phrases and refrains</p> <p>Describes setting, events and characters in increasing detail.</p> <p>Re-enacts and reinvents stories heard in their play</p> <p>Know information can be retrieved from books, digitally and mobile devices</p> <p>Can recall stories or information read them or which they have read themselves.</p> <p>Begins to be aware of the structure of stories and tell their own stories</p> <p>Can talk about events and character's.</p>	<p>With support, justify views about texts they have had read to them e.g. uses the word 'because' in a response</p> <p>Discuss the significance of the title</p> <p>Observe the punctuation and use this to aid understanding</p> <p>Retrieves key information from a text</p> <p>Identify complete sentences</p> <p>Identify typical phrases e.g. story openings and endings</p> <p>Understand that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</p>	<p>Identify words and phrases that link events</p> <p>Refer back to the text for evidence</p> <p>Retrieve information stated within text</p> <p>Show awareness of use of features of organisation e.g. index, bold headings</p> <p>Make statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</p>

	<p>Can talk about events, characters and make predictions</p> <p>Shows interest in illustration and words (print, digital and environment)</p>		<p>Begin to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction</p> <p>comments on things that interest them</p>	<p>Begin to understand that written language (standard English) has conventions that don't apply in spoken language</p> <p>Explain differences between fiction and non-fiction</p> <p>Understand that books can be used to find things out, and is beginning to do so</p> <p>Recognise that information is grouped according to subject</p> <p>Begin to use dictionaries, glossaries and indexes to locate meanings and information</p> <p>Identify simple literary language e.g. words/phrases that identify a traditional tale/narrative/story</p> <p>Identify elements of an author's style e.g. familiar characters, settings or common themes</p> <p>Identify how settings and characters are created using specific vocabulary that creates imagery</p>

<p>Summarising</p>	<p>Support children to recount familiar story</p>	<p>Support children to recount familiar story</p>	<p>Identify how non-fiction texts are sequenced</p> <p>Identify the beginning, middle and end of stories and pattern in poetry</p>	<p>Identify the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?</p>
<p>Predicting</p>	<p>Discuss and predict what might happen next in a story.</p>	<p>Discuss and predict what might happen next in a story.</p>	<p>Predict events and endings</p> <p>Predict how a character might react or behave next</p>	<p>Predict with increasing accuracy during reading and then adapt prediction in the light of new information</p> <p>Predict some key events of a story based on the settings described in the story opening.</p>
<p>Inferring</p>	<p>Express preferences linked to own experiences e.g. 'I like going to the beach too'</p>	<p>Express preferences linked to own experiences e.g. 'I like going to the beach too'</p>	<p>Identify goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.'</p> <p>Use different voices for characters when reading dialogue aloud</p> <p>Use different voice pitch to indicate whether they are reading an exclamation or question</p> <p>Explain how the way a character speaks reflects their personality</p>	<p>Demonstrate empathy with characters looking at descriptions and actions</p> <p>Identify evidence of change as a result of events, for example in character behaviour</p> <p>Recognise that characters have different feelings, views and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</p>

				<p>Identify common themes in traditional tales e.g. use of magic objects, good overcoming evil, learning a lesson and changing behaviour</p> <p>Evaluate simple persuasive devices e.g. signs which posters in a shop or TV adverts would make them want to buy something, and why</p> <p>With support, justify views about what they have read</p>
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