



Girnhill Infant School

‘Where everyone is valued and futures matter’

The four progress objectives are:

1. **Generating Ideas:** *The teaching sequence including planning and developing ideas*
2. **Practical Skills:** *The skills of reading*
3. **Evaluating:** *The skills of judgement and evaluation*
4. **Knowledge & Understanding:** *Acquiring and applying knowledge to inform progress*

Aims:

- Children will be introduced to subject specific vocabulary that a reader would use
- Children will use subject specific vocabulary to talk like a reader
- Children will use subject specific vocabulary and definitions that a reader would use
- Children will research, interpret and present like a reader
- Children will learn, work and talk like a reader

EYFS	Knowledge	Ideas	Vocabulary	Skills		Evaluation
	<ul style="list-style-type: none"> • Understanding the correct way to hold a book • Understanding what a title is • Understanding what a character is • Understanding the terminology author and illustrator 	<p>Specific teaching sequence for reading using Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary 	<p>Phoneme Grapheme Letter Word Sentence Blend</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Open front cover • Turn page appropriately • Understand the left page comes before the right • Understand that we read from left to right • Match spoken word to a written word (1:1 correspondence) • Read a CVC word in the text by blending • Recognise and say know it say it words within a text • Read a simple sentence • Re-read a sentence to confirm meaning • Blend words internally • Read a sentence with fluency • Use known phonemes to identify unfamiliar words 	<p>Comprehension</p> <ul style="list-style-type: none"> • Locate title and explain what it is • Recall the title of the book • Recall the main characters in the story • Recall the main events in the story • Retell the story • Predict in detail using sources of information e.g. title, picture, blurb 	<ul style="list-style-type: none"> • Engage in conversation about the skill they are using and how to demonstrate this • Engage in conversation about their book, describing main characters and events



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Key Stage 1

Aims:

- Children will be introduced to subject specific vocabulary that a reader would use
- Children will use subject specific vocabulary to talk like a reader
- Children will use subject specific vocabulary and definitions that a reader would use
- Children will research, interpret and present like a reader
- Children will learn, work and talk like a reader

Year 1	Knowledge	Ideas	Vocabulary	Skills		Evaluation
1	<ul style="list-style-type: none"> • Understanding the terminology author and illustrator • Understanding and recognising fiction and non-fiction texts, identifying the common features of each 	<p>Specific teaching sequence for reading using Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary 	Phoneme Blend Sight Read Digraph Trigraph Self-Correct Expression Punctuation	Word Reading	<ul style="list-style-type: none"> • Read a simple sentence • Re-read a sentence to confirm meaning • Blend words internally • Read sentences with fluency by sight • Read words of more than one syllable • Read words containing suffixes –s, -es, -ed, -ing, -er and – est • Use known phonemes to identify unfamiliar words • Recognises common digraphs/trigraphs and reads these with fluency • Cross check word reading for meaning e.g. does this make sense and syntax • Demonstrating flexibility in vowel sound e.g. a/A, e/E, i/I etc • Recognise errors and self-correct more rapidly • Read with expression, paying attention to punctuation 	<ul style="list-style-type: none"> • Engage in conversation about the skill they are using and how to demonstrate this • Engage in conversation about their book, answering information retrieval and inference questions
			Title Author Illustrator Blurb Contents Index	Comprehension	<ul style="list-style-type: none"> • Predict in detail using sources of information e.g. title, picture, blurb • Retell the events with reference to character, plot, problem and solution 	



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Year 2	Knowledge	Ideas	Vocabulary	Skills	Evaluation
			Glossary Fiction Non-Fiction Infer Recall	<ul style="list-style-type: none"> Use contents page and glossary in non-fiction books to locate information Discuss and interpret characters and plot in detail Infer meaning from the text Link reading to own experiences Finds specific information and retrieves this 	
	<ul style="list-style-type: none"> Understanding and recognising fiction and non-fiction texts, identifying the common features of each and making comparisons Understand a range of punctuation and how this can inform reading 	Specific teaching sequence for reading using Rosenshine’s principles in action: - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary	Paragraph Punctuation Expression Control Contraction Apostrophe	Word Reading <ul style="list-style-type: none"> Sustain reading through longer sentence structures and paragraphs Use punctuation and text layout to read with greater expression and control Read texts with increasing accuracy Read words with contractions and understands role of the apostrophe Read words containing common suffixes Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Expressing understanding of a text, providing evidence to support Engage in discussion about a text using modelled vocabulary
			Index Contents Glossary Headings Sub Headings Page Number Infer Language	Comprehension <ul style="list-style-type: none"> Predicts from events and what has been read so far Comments on links between own experience and book Extracts meaning on the text with less focus on the illustrations and more emphasis on language choices Infer meaning from text Explain reactions to text e.g. explaining why they have that opinion and backing this up with evidence from the book Discuss word meanings, linking new meanings to those already known Expressing views about poetry, stories and non-fiction 	



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- Demonstrate processes for finding out information using index, glossary, contents, headings and subheadings