

St John's C of E Infant School
 Knowledge, Skills and Vocabulary Progression Map



Phonics and Reading

Year Groups	EYFS		
		Year 1	
		Year 2	
RWI Set	Set 1	Set 2	Set 3
Phonic Knowledge	Sounds – m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk	Ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy	oi, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, tion, tious,
Key words (knowledge)	2 sounds – in, on, it, an, up 3 sounds CVC – and, pin, pat, got, dog, sit, tip, pan, gap, dig, top, bin, cat, cot, can, kit, mud, cup, bad, bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen, red, run, rat, jog, jet, jam, vet, yap, yes, yet, yum, web, win, wet, zag, zip, fox, box, fix, six, 3 sounds Special friends - bell, well, fell, huff, mess, back, ship, shop, fish, wish, sock, thin, thick, this, chin, chop, chat, quiz, quit, sing, bang, thing, wing, think, wink 4 sounds CCVC/ CVCC – blob, blip, brat, drop, drip, clip, from, frog, grin, gran, pram, prop, slip, slid, skin, skip, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send 4 sounds Special friends – dress, fluff, black, stink 5 sounds – strop, stamp, stand, comic, seven, given, robin, lemon 5 sounds Special friends – pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, kitchen, ribbon, button, jacket	See, three, been, green, seen, keep, need, sleep High, night, light, fright, bright, sight, might Blow, snow, slow, show, know, flow, glow Too, zoo, mood, fool, pool, stool, moon, spoon Took, look, book, shook, cook, foot Car, bar, star, park, smart, start, sharp, spark Sort, short, worn, horse, sport, snort, fork Fair, stair, hair, air, lair, chair Girl, bird, third, whirl, twirl, dirt Out, shout, loud, mouth, round, found Toy, boy, enjoy	Join, coin, voice, choice, noise Shine, white, fine, hide, smile, nice, wide, like, mine, time Home, hope, rose, spoke, note, broke, stole, rope, those Tune, rude, huge, mute, brute, use, June, dude, accuse, excuse Saw, raw, law, straw, dawn, paw, crawl, jaw, claw, yawn Care. share, dare, bare, spare, scare, flare, square, Clare, software Burn, turn, lurk, hurl, burn, burp, slurp, nurse, purse, hurt Over, never, better, weather, after, hamster, litter, proper, corner, supper Howl, how, down, brown, cow, town, crowd, drown, now, gown Paid, snail, tail, drain, paint, Spain, chain, train, rain, stain Toad, oak, road, cloak, throat, roast, toast, loaf, coat, coal, coach New, knew, flew, blew, few, crew, newt, screw, drew, grew, stew Fire, hire, wire, spire, bonfire, inspire, conspire Ear, hear, dear, fear, gear, near, rear, tear, year, spear Picture, mixture, creature, future, adventure, temperature

Phonics and Reading

<p>Common Exception words</p>	<p>EYFS - I, you, was, the, said, no, to</p>	<p>Year 1 - the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>Year 2 - door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
<p>Decoding skills</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to Letters and Sounds.</p> <p>Skill - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear).</p> <p>Skill - Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning.</p> <p>Read polysyllabic words containing taught GPCs.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and - est).</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s).</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, ful, -ness, -less, -ly.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words.</p> <p>Automatically read polysyllabic words containing above graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>



Phonics and Reading

		Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops.	
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Key Vocabulary	<p>Phoneme – The sounds that are said</p> <p>Digraph – 2 letters that make 1 sound</p> <p>Grapheme – The letters which are written to represent a sound</p> <p>Fred Talk – When you say the sounds in the words before the whole word</p> <p>Blending – when the whole word is said after the word has been Fred talked.</p> <p>Fred in your head – When the children say the sounds in their heads before saying the whole word</p> <p>My turn your turn – When the teacher models a sound or a sentence and then the children repeat it back again.</p> <p>Alien words – Words that are made up but contain common sounds the children read to assess if phonic knowledge is secure.</p> <p>Red word – Common exception words which have low-frequency graphemes</p> <p>Talk to your partner – When children talk with each other to discuss a topic</p>	<p>Trigraph – 3 letters that make 1 sound</p> <p>Phoneme – The sounds that are said</p> <p>Digraph – 2 letters that make 1 sound</p> <p>Grapheme – The letters which are written to represent a sound</p> <p>Fred Talk – When you say the sounds in the words before the whole word</p> <p>Blending – when the whole word is said after the word has been Fred talked.</p> <p>Fred in your head – When the children say the sounds in their heads before saying the whole word</p> <p>My turn your turn – When the teacher models a sound or a sentence and then the children repeat it back again.</p> <p>Alien words – Words that are made up but contain common sounds the children read to assess if phonic knowledge is secure.</p> <p>Red word – Common exception words which have low-frequency graphemes</p> <p>Talk to your partner – When children talk with each other to discuss a topic</p>	<p>Trigraph – 3 letters that make 1 sound</p> <p>Phoneme – The sounds that are said</p> <p>Digraph – 2 letters that make 1 sound</p> <p>Grapheme – The letters which are written to represent a sound</p> <p>Fred Talk – When you say the sounds in the words before the whole word</p> <p>Blending – when the whole word is said after the word has been Fred talked.</p> <p>Fred in your head – When the children say the sounds in their heads before saying the whole word</p> <p>My turn your turn – When the teacher models a sound or a sentence and then the children repeat it back again.</p> <p>Alien words – Words that are made up but contain common sounds the children read to assess if phonic knowledge is secure.</p> <p>Red word – Common exception words which have low-frequency graphemes</p> <p>Talk to your partner – When children talk with each other to discuss a topic</p>
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Phonics and Reading

Reading and Comprehension Skills	Joining in with rhymes repeated refrains. Retell real events. Retelling favourite story/rhyme. Sequence familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.		Listen to stories, poems and non-fiction at a level beyond independent reading. Link reading to own experiences and listen to the experiences of others, comparing ideas in discussion. Become familiar with a wide range of stories and retell with greater independence and referring to their features. Begin to recite poetry and rhyme independently.		Sequence a text and say how events are related. Independently retell a wide range of stories. Recognise simple recurring language in stories and poems. Discuss unfamiliar words and think about why the author chose them. Learn poems by heart independently, in a group or as a class, ensuring intonation is clear. Make simple inferences in a wide genre of genre of texts.	
	Key Vocabulary	Remember Rhyme Next After Before	Author Illustrator Fiction Non-fiction Poetry	Remember Re-tell Inference Predict Beginning, middle, end Author	Illustrator Expression Fiction Non-fiction Poetry	Recite Recall Retell Inference Predict Author