

Word reading knowledge organiser

Beddington Infants' Knowledge Organiser

English: reading word reading



Year Group: Nursery

Term: Autumn, spring summer

Topic: word reading

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills and knowledge:

Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.

Learning Journey:

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 spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

Vocabulary

Front cover	shows a picture about the book and has the author, illustrator and publisher names.
pages	one side of one leaf (of a book or magazine or newspaper or letter etc.) or the written or pictorial matter it contains.
words	something that can be spoken by the mouth, written down, and that can be pronounced

Beddington Infants' Knowledge Organiser

English: reading comprehension



Year Group: Reception

Term:

Autumn, spring summer

Topic: comprehension

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills and knowledge:

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
spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.

Learning Journey:

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.

Vocabulary

alphabet

a set of letters or other characters with which one or more languages are written especially if arranged in a customary order.

phonics

Sounds in words

Tricky words

words where the usual spelling rule doesn't apply.



Beddington Infants' Knowledge Organiser

English: word reading

Year Group: Year 1

Term: Autumn, spring, summer

Topic: word reading

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Learning Journey:

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.

Learning Journey:

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.

Vocabulary

segmenting

the ability to break up spoken words into their separate sounds.

blending

The process of joining one or more sounds together in order to read a word

Common expectation words

words where the usual spelling rule doesn't apply.

