

# Reading Curriculum

## INTENT

We **intend** to nurture our children into confident readers who reach their milestones. To embed and master reading and communication skills that are transversal now and in the future.

## IMPLEMENTATION

**Daily reading** – all children are heard to read every day

**Reading Scheme** – Oxford Reading Tree

**High quality phonics** – Daily phonics

**Guided reading** – all children have guided reading once a week

**Peer reading** – during reading time, younger read to older; older to younger; peer to peer

**Home reading** – parents are encouraged to read at home with children

**Text rich learning environment** – writing and electronic

**Learning environment including Outside classroom** – Child initiated learning environment set out according topic/learning with key areas. To support continuous provision. To explore, to challenge, to question, to engage and to be curious.

**Reading for pleasure** – children are encouraged to read a variety of texts and genres

**Reading for purpose** – curriculum specific including vocabulary understanding

**Continuous opportunities for Speaking and Listening** – Orally discussing their experiences as well as their work with peers and adults. Sharing their ideas/working as a team; subject specific conversations

**Pupil Voice** – pupils are involved in the weekly planning and reflection

**Marking and Feedback** – updated to reflect their preferences and a variety of ways to praise/encourage the pupils

**Word of the Week** – chosen by the pupils and encouraged to use within the week

**Teaching style** – spacing, retrieval and interleaving approach

**SMSC /Experiences/PSHE** – Trips/visits/clubs/walks in local community/visitors – embedded in school culture – daily and special moments

## IMPACT

The children will **know** what they are learning through:

**Work Portfolios** – children will be able to reflect on their work in this improved way as work will be presented in a file for them to access and share with parents

**Assessment – Daily; Baseline**– at the beginning of an academic year; **Half Termly** – through teacher and formal assessment; **Self and Peer** –pupils know their milestones

**Wellbeing** – adults see pupils daily and are able to support wellbeing in relation to their learning – extending and supporting at the right time

## MILESTONES

YEAR GROUP	MILESTONE
<b>END OF RECEPTION (EYFS)</b>	<ul style="list-style-type: none"> <li>• Children read and understand simple sentences.</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• They read some common irregular words.</li> <li>• They demonstrate understanding when talking with others about what they have read.</li> </ul>
<b>END OF YEAR 1 (KS1)</b>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including, where applicable sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</li> <li>• Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with the developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Being encouraged to link what they read or hear to their own experiences.</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognising and joining in with predictable phrases.</li> <li>• Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>• Discussing word meanings, linking new meanings to those already known.</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Discussing the significance of the title and events.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Explain clearly their understanding of what is read to them</li> <li>• Participate in discussions about what is read to them, tasking turns and listening to what others say.</li> </ul>
<b>END OF YEAR 2 (KS1)</b>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds of graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing the sequence of events in books and how items of information are related.</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Being introduced to non-fiction books that are structures in different ways.</li> <li>• Recognising simple recurring literacy language in stories and poetry.</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to know vocabulary.</li> <li>• Discussing their favourite words and phrases.</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Answering and asking questions.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussions 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.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
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<b>Year Group</b>	<b>Greater Depth</b>
<b>Reception</b>	Children in Reception class who are showing Greater Depth in Reading will have confidently achieved their ELG along with a curiosity to read across all the areas in the EY curriculum; there is an enjoyment to share their speaking and listening skills and an age-related understanding of vocabulary, prediction, inference across a variety of texts.
<b>Year 1</b>	Children in Year 1 class who are showing Greater Depth in Reading will have confidently achieved their end of year milestones along with a curiosity to read across all the areas of the curriculum; there is an enjoyment to share their speaking and listening skills and an age-related understanding of vocabulary, prediction, inference, stylistic analysis and information gathering across a wide range of texts.
<b>Year 2</b>	Children in Year 2 class who are showing Greater Depth in Reading will have confidently achieved and sustained their end of year KS1 milestones; along with a curiosity to read across all the areas of the curriculum; there is an enjoyment to share their speaking and listening skills and an age-related understanding of vocabulary, prediction, inference, stylistic analysis and information gathering across a wide range of texts.