



Curriculum Map For Reading

Our high quality systematic, synthetic phonics programme is the basis for teaching our learners to read. Our progression map for phonics shows the sequence our learners are taught in order to be successful readers.

Alongside phonics, we teach a progressive range of reading skills. These skills are taught within guided reading sessions, through one to one reading and during whole class English lessons through engaging, high quality texts. Reading skills are taught and revisited throughout the year and shared with parents and carers in order to support learning at home. To ensure our reading curriculum is ambitious, we use ongoing assessment of wider reading skills and will move children through this progression according to where they are in their own reading journey.

National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- Reading easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- Appreciate our rich and varied literary heritage

Areas of Reading Curriculum/ Reading Skills	EYFS	YEAR 1	YEAR 2
Word reading - phonics and decoding	<ul style="list-style-type: none"> • Read individual letters saying the sounds for them • Blend sounds into words so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound (phoneme) and say sounds (phoneme) for them 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decoding words • Blend sounds in unfamiliar words using the GPCs that they have been taught • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes • Read words containing taught GPCs • Read words containing -s, -es, -ing, -ed and -est endings • Read words with contractions, e.g. I'm, I'll and we'll 	<ul style="list-style-type: none"> • Continue to applying phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Accurately read most words of two or more syllables • Read most words containing common suffixes

<p>Word reading - common exception words</p>	<ul style="list-style-type: none"> • Read a few common exception words matched to our school's phonic programme 	<ul style="list-style-type: none"> • Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> • Read Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word
<p>Word reading - fluency</p>	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few common exception words • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> • Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words • Re-read texts to build up fluency, confidence and prosody in word reading 	<ul style="list-style-type: none"> • Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read texts to build up fluency, confidence and prosody in word reading • Read words accurately and fluently without overt sounding and blending
<p>Comprehension -understanding and correcting inaccuracies</p>	<ul style="list-style-type: none"> • Segment and blend words accurately (with adult support in self-correcting). • Gain increased awareness of new vocabulary to be able to make meaning of words they read 	<ul style="list-style-type: none"> • Check that a text makes sense to them as they read, self-correcting 	<ul style="list-style-type: none"> • Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, correcting inaccurate reading
<p>Comprehension - comparing, contrasting, commenting and inferring</p>	<ul style="list-style-type: none"> • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Participate in discussions about books, poems and other works that are read to them (at a level beyond at which they can reading independently) and those that they can read for themselves,

	<p>and some in their own words</p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts • Describe some events in detail • Ask questions to find out more and to check they understand what is being said to them 	<ul style="list-style-type: none"> • Link what they have read or have read to them to their own experiences • Retell familiar stories in increasing detail • Join in with discussions about a text, taking turns and listening to what others are saying • Discuss the significance of titles and events • Begin to making simple inferences • Predict what might happen on the basis of what has been read so far • Explain clearly their understanding of what is read to them through oral and reading response activities. 	<p>explaining their understanding and expressing their views</p> <ul style="list-style-type: none"> • Become increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales • Discuss the sequence of events in books and how items of information are related • Recognise simple recurring literary language in stories and poetry • asking and answering questions about a text • Make links between the text they are reading and other texts they have read (in texts that they can read independently) • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far in a text
<p>Engaging with poetry and performance and non-fiction</p>	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how the sound • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Enjoy listening to poetry and recite simple poems by heart • Recognise that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear • Recognise that non-fiction books are often structured in different ways • Retrieve information from non-fiction books using features to help e.g. contents, index, glossary