



# Curriculum Overview Reading



# Intent

## We teach Reading:

- To provide children with the early reading skills that are necessary for them to be able to access many other parts of the curriculum
- To promote a love of reading and demonstrate how reading can open up imaginations, spark conversations and teach facts
- Through carefully selected texts we encourage children to develop their cultural, social, emotional and intellectual development
- To introduce children to a rich vocabulary and language through texts, which they can draw upon in their speaking and writing

## Our curriculum aim is:

To give children the knowledge of phonics and other reading strategies to enable them to become accurate and fluent readers.

We want to inspire all children to appreciate the breadth of books and texts available to create readers for life.

By the end of Year 2 we want children to be equipped with the skills, knowledge and enthusiasm to be ready to apply their reading in the next stage of their education and beyond.



# How is Reading taught at Heatherside Infants?



Reading is taught explicitly and it is also woven throughout the curriculum. At Heatherside Infant School we teach Reading through:

- **Phonics lessons** – we use Twinkl Phonics as our structured synthetic programme. Each lesson composes of the same structure: Revisit & review, teach, practise, apply and assess
- **Decodable books** – children apply their decoding and comprehension skills through decodable books matched to their phonic knowledge
- **Guided reading** – grouped sessions to apply decoding skills and teach comprehension skills through discussion, questions and sharing opinions
- **Whole class sessions** such as story time and comprehension lessons

We also aim to develop a pleasure and appreciation for Reading through:

- **Text drivers for English** are chosen carefully; modelling rich language and effective grammar, promoting diversity and making links
- Effective **cross curricular** links that allow children to see the breadth of text types and purposes for reading
- Using **non-fiction books** and the Internet to answer questions linked to a topic
  - **Book corners** that engage and inspire
- **Library** sessions so that children can browse, discuss, select and share books of their own choosing

The school environment and the taught curriculum is language rich. Reading is taught daily and regular assessments allow for teachers to closely monitor progress and put interventions in place as needed.



# Vocabulary

Theme / area	Year R	Year 1	Year 2
<b>Word reading</b>	word phonics sound phoneme, grapheme digraph, trigraph full stop capital letter sentence	alternative grapheme punctuation exclamation mark, question mark, speech mark consonant vowel	comma syllable
<b>Comprehension</b>	character beginning, middle, end	sequence opening, ending expression tense	tone, intonation prediction evidence audience language inference
<b>Texts</b>	book picture story author page information fairy tale, traditional tale	illustrator blurb contents index glossary fiction, non-fiction	series, collection chapter sequel, prequel publish style



# Progression map / end points

		Year R	Year 1	Year 2
Word reading	<b>Phonics and decoding</b>	<p>Say a sound for each letter of the alphabet and at least 10 digraphs</p> <p>Secure identification and application of phonics sounds taught in Levels 2, 3 and 4 of Twinkl Phonics by sound-blending to read books and other materials</p> <p>To read common exception words taught within Twinkl Phonics in Year R</p>	<p>Say the correct sound for graphemes representing all 40+ phonemes, including alternative sounds for graphemes taught</p> <p>Secure identification and application of phonics sounds taught in Level 5 of Twinkl Phonics by sound-blending</p> <p>To read common exception words taught in Year 1, beginning to note where the unusual correspondences between spelling and sounds occur</p> <p>Read words within simple common suffixes (e.g. -s, -es, -ed), contractions (e.g. I'll, can't, I'm) and read words with more than one syllable</p>	<p>Secure identification and application of phonics sounds taught in Level 6 of Twinkl Phonics</p> <p>Read accurately by blending the sounds in words which contain graphemes that have been taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words with two or more syllables and words containing common suffixes</p>
	<b>Fluency</b>	<p>Read phrases and sentences made up of words that match the phonics they have been taught so far, and some common exception words</p>	<p>To read accurately texts that are in line with the graphemes that have been taught</p> <p>Demonstrate increased fluency when reading books that have been read more than once</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read most familiar words quickly and accurately without overt sounding and blending</p>



# Progression map / end points

		Year R	Year 1	Year 2
Comprehension	<b>Understanding and correcting inaccuracies</b>	<p>Know that print conveys meaning in words and that we read from left to right and top to bottom</p> <p>Start to check for inaccuracies using picture and context clues to help</p> <p>Demonstrate an understanding of what has been read to them by retelling stories and narratives in their own words and some recently introduced vocabulary</p>	<p>Discuss the relevance of the title and events in the book</p> <p>Check that the text makes sense to them and correct mistakes as they read</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Draw on what they already know, or what background information and vocabulary has been shared by the teacher, to understand texts</p> <p>Check that the text makes sense to them as they read and self-correct as needed</p> <p>Explain and discuss their understanding of books, poems and other material that they read themselves and that is read to them</p>
	<b>Comparing, contrasting and commenting</b>	<p>Listen carefully to stories and respond with appropriate comments, questions or actions</p>	<p>Make some links between what they have read and their own experiences</p> <p>Become familiar with key stories, fairy tales and traditional tales, retelling them and considering their characteristics</p>	<p>Answering and asking questions linked to the text</p> <p>Become increasingly familiar with a wider range of stories, fairy tales and traditional tales, retelling them and identifying their characteristics</p>
	<b>Words in context and authorial voice</b>	<p>Use picture and contextual cues to decode new or unfamiliar words</p> <p>Begin to use some new vocabulary in discussion and in role play</p>	<p>Discuss word meanings, linking new meaning to those already known</p>	<p>Discuss and clarify the meaning of new words, linking meanings to known vocabulary</p>
	<b>Inference and prediction</b>	<p>Anticipate some key events in stories</p> <p>Offer an explanation for why things might happen, making use of vocabulary from stories, non-fiction, rhymes and poems where appropriate</p>	<p>Recognise and join in with some predictable phrases</p> <p>Make inferences based on what is being said or done</p> <p>Predict what might happen based on what has been read so far</p>	<p>Make inferences based on what is being said or done</p> <p>Predict what might happen based on what has been read so far and drawing on own experiences</p>



# Progression map / end points

		Year R	Year 1	Year 2
Texts	Reading for pleasure	Talk about a book that they enjoyed reading or listening to	Listen to and discuss a wide range of stories, non-fiction and poems at a level beyond which they can read independently  Develop pleasure in reading, choosing or recalling a favourite text	Listen to, discuss and express opinions about a wide range of poetry, stories and non-fiction, at a level beyond which they can read independently  Further develop pleasure in reading, discuss favourite authors and text types
	Poetry and performance	Join in with familiar rhymes and begin to anticipate rhyme	Join in with a range of simple poems or rhymes and be able to recite a simple poem by heart	Continue to build a repertoire of poems and rhymes that are recited by heart, using some appropriate intonation
	Non fiction	Understand that books can provide information  Know that the cover and title of a book can help us identify what the book will be about	Begin to identify some of the features of non-fiction texts	Identify the features of non-fiction texts that are structured in different ways