

Reception & Key Stage 1 Reading Curriculum

Year R					
Skills	<p>Phonics <i>Jolly Phonics & Letters & Sounds</i> Maintain constant awareness of hearing issues and need to flag to parents at earliest opportunity</p> <ul style="list-style-type: none"> Letters & Sounds Phase 1 environmental sounds Letters & Sounds Phase 2 phonemes, graphemes SATPIN/19 specified sounds Aural blending then blending letters Letters & Sounds Phase 3 remaining phonemes plus digraphs and trigraphs Tricky words sight vocabulary Introduce idea of alien words when applying digraphs/trigraphs 	<p>Comprehension Retrieval, inference deduction predicting, summarising</p> <ul style="list-style-type: none"> At least 2 books a day as a class read. Discuss front cover, relating to other books, predicting, author, illustrator, blurb, sequencing questions (not too many stops) must include non-fiction, poetry (some will be specified see Recommend Reads Document, some will be teacher or child choice) 1 to 1 reading personalised discussion and questioning with a trained adult at least once a week with more focus on characters. Adults ensure range of practice books at correct level and matches phonics knowledge Matching pictures and sentences Sequencing stories Role play 		<p>Fluency <i>Fluency is the ability to read with speed, accuracy, and proper expression</i> <i>Taught mostly through reading aloud</i></p> <ul style="list-style-type: none"> Accuracy and speed of sight words, beginning with single words and building to simple sentences Expression when retelling (not reading) simple stories or rhymes Expression and appropriate conversation in role play areas Modelled reading by adults Recite nursery rhymes off by heart The practise book approach 	<p>Reading for Pleasure <i>With an emphasis on books chosen by the children</i></p> <ul style="list-style-type: none"> Class story time Book corners with recommendations and good range Free choice of Reading for Pleasure (RfP) book inc all genre
Year 1	<ul style="list-style-type: none"> Build on knowledge from Year R 				
Skills	<p>Phonics <i>Jolly Phonics & Letters & Sounds</i> Maintain constant awareness of hearing issues and need to flag to parents at earliest opportunity</p> <ul style="list-style-type: none"> Letters & Sounds Phase 4 consolidation with focus on cvcc Letters & Sounds Phase 5 alternative pronunciation e.g. ai/ay/a-e split digraph Tricky words sight vocabulary 	<p>Comprehension Retrieval, inference deduction predicting, summarising</p> <ul style="list-style-type: none"> At least 2 books a day as a class read. Discuss front cover, relating to other books, predicting, author, illustrator, blurb, sequencing questions (not too many stops) must include non-fiction, poetry (some will be specified see Recommend Reads Document, some will be teacher or child choice) 1 to 1 reading personalised discussion and questioning with a trained adult at least once a week with more focus on characters. Adults ensure range of texts at correct level. Practise Books Matching pictures & sentences Sequencing stories Role play 		<p>Fluency <i>Fluency is the ability to read with speed, accuracy, and proper expression</i> <i>Taught mostly through reading aloud</i></p> <ul style="list-style-type: none"> When reading school colour band book children read with few errors and appropriate expression Modelled reading by adults with opportunities for echo reading Recite nursery rhymes and simple poems off by heart When reading 1 to 1 increasingly aware of punctuation modelled by adults and child repeating The practice book approach 	<p>Reading for Pleasure <i>With an emphasis on books chosen by the children</i></p> <ul style="list-style-type: none"> Class story time Book corners with recommendations and good range Free choice of RfP book inc all genre

Year 2	<ul style="list-style-type: none"> Build on knowledge from Yr &1 				
Skills	<p>Phonics <i>Jolly Phonics & Letters & Sounds</i> Maintain constant awareness of hearing issues and need to flag to parents at earliest opportunity</p> <ul style="list-style-type: none"> Personalised intervention dependant on cohort for children who did not complete phase 5 and/or did not pass phonics screening check other alternative sounds/spellings now part of writing ng/spelling curriculum Vocabulary strand taught explicitly through WCR 	<p>Comprehension Retrieval, inference deduction predicting, summarising</p> <ul style="list-style-type: none"> Class read (short novel teacher's choice from recommended GTPS list) Not too many pauses for questioning more for flow and implicit comprehension. Prediction and summarising 1 to 1 reading personalised discussion and questioning with a trained adult at least once a week. Focus on retrieval and simple inference. Adults ensure range of texts are at correct level Whole Class Reading once a week (linked to topic) 	<p>Scanning <i>Scanning is reading rapidly in order to find specific facts.</i> From a text already read either by adult or child:</p> <ul style="list-style-type: none"> Children taught to scan for headings/ sections Children taught to scan for key words e.g. names Children taught to hold key piece of information in head whilst searching Children taught to scan for first word to locate sentence 	<p>Fluency <i>Mastery = 90 words per minute</i> <i>Fluency is the ability to read with speed, accuracy, and proper expression</i> <i>Taught mostly through reading aloud</i></p> <ul style="list-style-type: none"> Modelled reading including use of punctuation Echo / choral reading Reciting poetry off by heart – cumulative sticky knowledge When reading 1 to 1 children taking note of punctuation 	<p>Reading for Pleasure <i>With an emphasis on books chosen by the children</i></p> <ul style="list-style-type: none"> Quiet reading with specific guidelines/ expectations Class novels Book corners with recommendations and good range Free choice of RfP book inc all genre Learning poetry off by heart – cumulative sticky knowledge