



Be a Reader!

Reading Curriculum - Intent

Central to our approach to reading and phonics at Church Hill Infants is oracy and this permeates our whole school curriculum. Speaking, listening and vocabulary enrichment are a focus for both children and staff throughout all curriculum areas. Phonics begins in Foundation Stage once all children have settled and is taught systematically across the school using the Story Time Phonics whole class approach. This approach also helps to develop a love of literature as children are exposed to high quality texts by popular authors. Alongside Phonics, Shared Reading is used as a vehicle to teach explicit parts of reading such as word reading, fluency and aspects of comprehension such as inference and retrieval. This begins as a shared talk session with our very youngest children and develops into a more focused reading discussion as our children move through school. We have developed a bespoke reading spine for each year group within school; this is a collection of quality literature by both popular and newer authors which allows children exposure to a wide variety of stories such as those that are traditional, well-loved and those that reflect the diversity of our community. We aim, as a school, for all of our children to develop a love of reading and to take pleasure in a wide range of literature. We encourage children to read regularly at home and use reading workshops and modelled videos to help parents support their child's reading journey. Adults in school regularly model being readers through regular whole class storytime and as a school we encourage parents to read aloud to their children at home.

SEND

We believe that every child should be respected as an individual and has the right to learn and develop their talents and abilities (Article 29). We adapt the curriculum and supply resources to suit pupil's individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning. Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum due to their individual learning profile, therefore they may not necessarily access all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match or they may need to overlearn phonic sounds and work at a different pace to their peers. The individual needs of all children will be accounted for in the provision and teaching and learning.



	EYFS	Year 1	Year 2
Child as a Reader	<p>Three and Four Years Olds Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Reception Engage in story times Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words 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. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we can read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing 	<p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales Is developing pleasure in reading, motivation to read, vocabulary and understanding by;</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <p>Can recognise rhymes and some simple poems</p>	<p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales Is developing pleasure in reading Can participate in discussion about both books that are read to them and those they read for themselves Can recognise recurring literary language in poems and stories</p>



Word Reading and Decoding

Three and Four Year Olds

Develop their phonological awareness, so that they can;

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

Reception

Read individual letters by saying the sounds for them
Blend sounds into words, so that they can read short words made up of letter-sound correspondences

Read some letter groups that each represent one sound and say sounds for them

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG

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

Read a few common exception words matched to the school's phonic programme

Can apply phonic knowledge as a route to decode words

Can recognise, read and identify correct sound to grapheme for all 40+ phonemes

Can recognise, read and identify alternative sounds for some graphemes

Can break words into more than one syllable that contain taught GPCs

Can read words with increasing fluency without overt sounding and blending

Can read common exception words

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read these books to build up their fluency and confidence in word reading

Can decode unknown words applying phonic knowledge

Can recognise, read and identify the full range of vowel graphemes

Can recognise, read and identify the full range of consonant graphemes

Can break words into two or more syllables

Can read 90 words per minute at expected standard

Can read further common exception words

Read aloud accurately books that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading



<p style="text-align: center;">Understanding</p>	<p>Three and Four Year Olds Enjoy listening to longer stories and can remember much of what happens Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Engage in extended conversations about stories, learning new vocabulary</p> <p>Reception Listen to and talk about stories and selected non-fiction to build familiarity and understanding with new knowledge and vocabulary</p> <p>ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</p>	<p>Can recognise and read prefix un and use this to construct meanings of words Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er,est, ed Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text Can use the context of the text and pictures to help read unfamiliar words Can read words with simple contractions Can discuss word meanings, linking new meanings to those they already know Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them</p>	<p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er,est, ly, ful, less, ness, ment Can use the context of the text to help read unfamiliar words Can discuss word meanings, linking new meanings to those they already know Can recognise adjectives, adverbs and similes Can identify how vocabulary choices effect meaning Check that the text makes sense to them as they read and correct inaccurate reading</p>
<p style="text-align: center;">Comprehension (Retrieval)</p>	<p>ELG Listen and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Join in with predictable phrases or refrains Can explain what is read in their own words Recall main points (who, what, where, when, how, why answers) Link what they read or hear to their own experiences</p>	<p>Recall main points with reference to the text (who, what, where, when, how, why answers) Can read closely to obtain specific information e.g. what type of clothes someone was wearing Can identify, select and highlight key words in a sentence to answer recall questions Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters Can recognise and talk about the main differences between fiction and non-fiction texts</p>



<p style="text-align: center;">Comprehension (Sequencing)</p>	<p>Reception Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>	<p>Identify components of a story - beginning, middle and end</p>	<p>Identify components of a story - beginning, middle and end Can sequence events in a text</p>
<p style="text-align: center;">Comprehension (Inference)</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p>	<p>Can answer simple 'How' and 'Why' questions from pictures or text Can discuss the actions of characters and justify views on the basis of what is being said and done</p>	<p>Can discuss the actions of characters and justify views on the basis of what is being said and done Can summarise the main points from a passage or a text Can identify and discuss favourite words and phrases Can ask questions to improve their understanding of a text Is beginning to identify the author's main purpose for writing Can explain what the writer might be thinking Make inferences on the basis of what is being said and done</p>



Comprehension (Prediction)	Anticipate (where appropriate) key events in stories	Can discuss the significance of the title Can make predictions sometimes based on what has been read so far	Can make predictions on the basis of what has been read so far
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Our Reading Diet

At Church Hill Infant School we understand that it is important that are children are exposed to reading and book in many wide and varied ways. Below details how we teach the direct skills of reading from decoding to fluency and comprehension. Children will be exposed to texts in many other ways across the curriculum for example through reading about and researching countries in Geography or following a simple set of written instruction in D&T.

	Reading Diet
Foundation Stage	Shared Talk/Shared Reading 1:1 Reading Colourful Semantics Daily phonics reading



	Daily storytime Reading Spine
Year 1	Shared Reading 1:1 Reading Guided Read – intervention Daily phonics reading Daily storytime Reading Spine
Year 2	Shared Reading 1:1 Reading Project X – intervention Guided Read – intervention Daily phonics reading Daily storytime Reading Spine – picture and chapter books

Foundation Stage – 1:1 reading for every child once every two weeks and for disadvantaged and bottom 20% a read every week

Year 1 – Disadvantaged and bottom 20% a 1:1 read every week

Year 2 – Disadvantaged and bottom 20% a 1:1 read every week