



Reading - Curriculum Overview

Curriculum Intent

At Netherton Infant School, we value reading as a key life skill and one that lays the foundations for lifelong learning. We want every child to learn to decode quickly and accurately so that reading becomes effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure.

Our aim is that all children will be able to:

- apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- read accurately, fluently and with understanding
- be able to read with expression, clarity and confidence
- develop a good linguistic knowledge of vocabulary and grammar
- read and respond to a wide range of different types of texts
- read widely and often for pleasure and information
- engage in discussion in order to learn to elaborate and explain clearly understanding and ideas
- become enthusiastic and motivated readers and gain a life-long enjoyment of reading and books.

Little Wandle Letters and Sounds is a method of learning centred on letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. Using Little Wandle the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can focus on composing what they write. As part of Little Wandle children have three reading sessions:

- **Decoding**- The process of recognising the sounds that letters make in a word and blending those sounds to read them.
- **Prosody**- The process of modelling effective reading using expression and the vehicle of comprehension.

- **Comprehension-** These sessions will have a focus for example; identify and explain aspects of fiction and non-fiction, vocabulary, inference and prediction.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas.
- Children taking ownership of their own learning journey.
- We have an engaging, ambitious and inclusive curriculum which results in happy learners.
- We celebrate and share our successes.

The English curriculum reflects our school values in the following ways:

Ready:

We always try our best.

We keep going when things get difficult.

We set high expectations of ourselves.

We are positive about new challenges.

Respectful:

We look after our environment and our equipment.

We respect difference and know that we are all equal.

Responsible:

We look after ourselves and each other.

Phonics and Decoding - Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Literacy</p> <p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>Literacy</p> <p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes -Count or clap syllables in a word -Recognise words with the same initial sound. 	<p>Literacy</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences</p> <p>Read some letter groups that each represent one sound and say the sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter – sound correspondences</p>	<p>Literacy – word reading –</p> <p>Say a sound for each letter of the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes.*</p>

Common exception words - Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Literacy Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>	<p>Literacy Understand that print has meaning.</p>	<p>Literacy Read a few common exception words (Little Wandle)</p> <p>Read simple phrases and sentences made up of words with known letter – sound correspondences and where necessary, a few exception words.</p>	<p>Literacy – Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in.</p>

Fluency - Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Literacy Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>	<p>Literacy Understand the five key concepts about print</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing <p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound. 	<p>Literacy Blend sounds into words, so that they can read short words made up of known letter – sound correspondences</p> <p>Read simple phrases and sentences made up of words with known letter – sound correspondences and where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Literacy – Word reading</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>

Understanding and Correcting Inaccuracies- Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Communication and Language</p> <p>Understanding single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p> <p>Understand simple instructions like “give to mummy” or “stop”</p> <p>Literacy</p> <p>Enjoys songs and rhymes, tuning in and paying attention.</p> <p>Joins in with songs and rhymes, copying sounds, rhythms tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Enjoy sharing books with an adult.</p>	<p>Communication and Language</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions, like; “Why do you think the caterpillar got so fat?”</p> <p>Be able to express a point of view and debate when they disagree with an adult of a friend, using words as well as actions.</p> <p>Literacy</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Communication and Language</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>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>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Literacy – Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>

Comparing, Contrasting and Commenting - **Knowledge and Skills Progression**

0-3 years	3-4- years	Reception	ELG	Y1	Y2
<p>Literacy</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Communication and Language</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Understanding the World</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Communication and Language - speaking</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Literacy – Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently)</p>

Words in Context and Authorial Choice - Knowledge and Skills Progression

	Nursery	Reception	ELG	Y1	Y2
<p>Literacy repeat words and phrases from familiar stories.</p>	<p>Communication and language</p> <p>Use a wider range of vocabulary. Literacy Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Communication and language</p> <p>Learn new vocabulary in different contexts</p> <p>Use new vocabulary throughout the day</p>	<p>Literacy – Comprehension</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>

Inference and Prediction - Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Communication and language Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p> <p>Understand simple instructions like “give to mummy” or “stop”</p> <p>Recognise and point to objects if asked about them.</p> <p>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)</p> <p>Literacy Ask questions about the book Makes comments and shares their own ideas</p>	<p>Communication and language</p> <p>Understands ‘why’ questions like; “Why do you think the caterpillar got so fat?”</p>	<p>Communication and Language</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Literacy Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Communication and language - speaking</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Literacy - comprehension</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>

Poetry and Performance - Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Communication and language</p> <p>Develop their pretend play: ' putting the baby to sleep' or 'driving the car to the shops.</p> <p>Literacy</p> <p>Develop play around favourite stories using props.</p> <p>Expressive Arts and Design</p> <p>Enjoy and take part in action songs, such as ' Twinkle, Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</p>	<p>Communication and language</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Sing a large repertoire of songs.</p> <p>Expressive Arts and Design</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape of familiar songs</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Communication and language</p> <p>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</p> <p>Expressive Arts and Design</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<p>Literacy - comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Expressive Arts and Design – creating with materials</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Expressive Arts and Design – being imaginative and expressive</p> <p>Invent adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>

Non-fiction- Knowledge and Skills Progression

0-3 years	3-4 years	Reception	ELG	Y1	Y2
		<p>Communication and Language</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Communication and Language – Speaking</p> <p>Offer explanations for how things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Literacy – Comprehension</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that nonfiction books are often structured in different ways.</p>

**Vocabulary Progression
expression**

0-3 years	3-4 years	Reception	Year 1	Year 2
Story Rhyme	Story rhyme Author Illustrator Title Word Sentence	Phoneme Grapheme Digraph Trigraph Blending Chunking Fiction Word sentence Non-fiction Author Illustrator Title Story Poem	Phoneme Grapheme Digraph Trigraph Blending Chunking Contractions Fiction Non- fiction Author Illustrator Title Contents page Stories Poetry Inference Predict	Phoneme Grapheme Digraph Trigraph Blending Chunking Syllables Suffixes Fiction Non- fiction Author Illustrator Title Contents page Stories Poetry Inference Predict