

Curriculum intent – Reading

Reading is at the heart of our curriculum with the aim that every child will leave Deansbrook with a love of reading. We use a systematic synthetic phonics method for teaching Phonics in order to ensure a deep understanding of the reading process. We offer daily Guided Reading sessions so that the children regularly read with an adult in a small group and individually. Carefully matched reading books are sent home 3 x per week with a record to encourage a continuous dialogue between parents and teachers, enabling us to develop this essential skill in partnership with families. We also offer reading breakfasts for children to attend with their parents and every Friday morning, parents are invited to come into school to read with their children in class. Once we unlock this passion for reading, we develop and nurture it by promoting different genres, authors and reading materials. A weekly visit to the school library offers the children the chance to choose books they are interested in. Story time is an embedded part of the school day, to foster a love of reading and to ensure that the children are exposed to a wide vocabulary.

Nursery

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes

By end of Nursery

- Claps or taps the syllables in words during sound play
- Hears and says the initial sound in words

Reception

- Re-enacts and reinvents stories they have heard in their play.
- Knows that information can be retrieved from books, computers and mobile digital devices.
- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example.
- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.
- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.

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.

Autumn 1**Reading – word reading**

Apply phonic knowledge and skills as the route to decode words

Reading – comp:

Become very familiar with key stories, fairy stories and traditional tales retelling them
Children link what they read or hear read to their own experiences

Autumn 2**Reading – word reading**

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

Read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences

Reading – comp:

Answer simple retrieval questions about a text and find evidence to support answer

Spring 1**Reading – word Reading**

Read exception words noting unusual correspondences between spelling and sound (identifying where they appear
Read polysyllabic words

Reading – comp:

Check that the text makes sense to them as they read and correct inaccurate reading

Spring 2**Reading – word reading**

Read accurately by blending taught phonemes develop some fluency and expression, pausing at full stops

Reading – comp:

Predict what might happen on the basis of what has been read so far

Summer 1**Reading – word reading**

Read words containing taught phonemes and s, es, ing,ed, er and est

Reading – comp:

Discuss word meanings and link new meanings to words already known

Summer 2**Reading – word reading**

Read words with contractions and understand that the apostrophe represents the omitted letter

Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes

Reading – comp:

Discuss the significance of the title and events make inferences on the basis of what is being said and done

Autumn 1**Reading – word reading**

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Reading – comp:

Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
Recognising simple recurring literary language in stories and poetry

Autumn 2**Reading – word reading**

read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Reading – comp

Begin to understand how non-fiction books that are structured in different ways
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Spring 1**Reading – word reading**

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Reading – comp:

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Spring 2**Reading – word reading**

read accurately words of two or more syllables

note punctuation to read with appropriate expression

Reading – comp:

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Summer 1**Reading – word reading**

Read common words containing suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly

Reading – comp:

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Discussing their favourite words and phrases

Summer 2**Reading – word reading**

read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Reading – comp:

Explain and discuss their understanding of books, poems
check for errors in spelling, grammar and punctuation
Answer questions and make some inferences