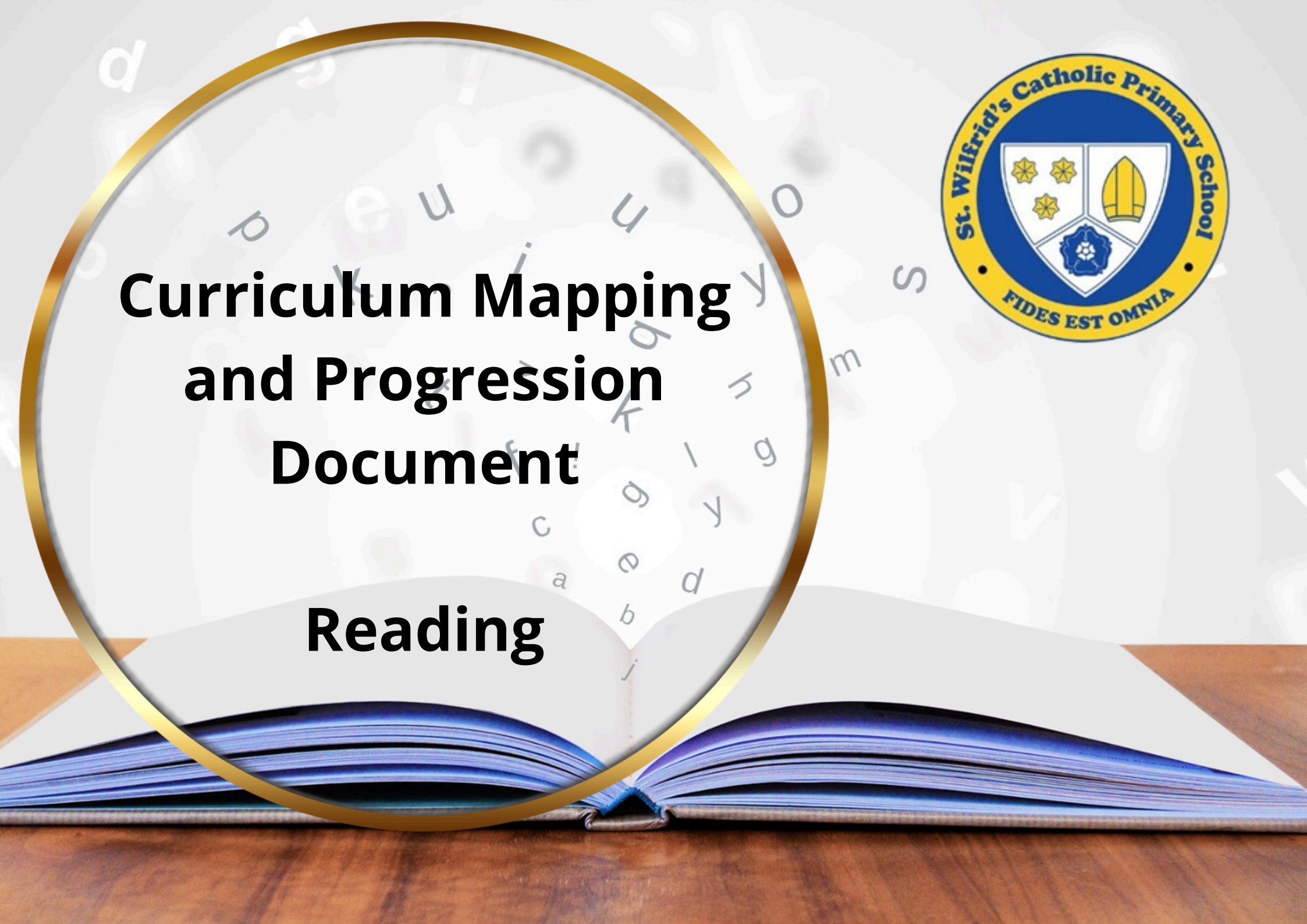
Curriculum Mapping and Progression Document

Reading



Vision for Reading

The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

Intent

At St Wilfrid's, we aim to create confident, enthusiastic readers who can read with both fluency and a deep understanding of what they read. Children are exposed to a rich variety of stories, poems, rhymes and non-fiction texts, enabling them to develop their vocabulary, language comprehension and knowledge of the world around them.

We strive to foster a genuine love of reading and inspire curiosity through a wide range of high-quality texts. Our reading curriculum supports children in becoming independent, reflective readers who are able to discuss, analyse and appreciate what they read. Through these experiences, we aim to develop lifelong readers who enjoy books and choose to read for pleasure both in school and beyond.

Our Reading Curriculum Will Enable Pupils to:

1. Everyone is a reader and is supported to develop confidence, fluency and a lifelong love of reading.
2. Reading is at the heart of the curriculum, enabling children to access, enjoy and succeed in all areas of learning.
3. All children make strong progress in reading through high-quality teaching, targeted support and appropriately challenging texts.
4. Children are inspired by rich, diverse and ambitious texts and embrace the challenge of exploring new ideas, perspectives and experiences.
5. A language-rich environment permeates the school, fostering curiosity, vocabulary development and a culture of reading.
6. Children demonstrate understanding through thoughtful discussion, questioning and high-quality verbal and written responses.
7. A wide range of authors, themes, cultures and genres are celebrated, broadening children's knowledge, empathy and understanding of the world.
8. Reading for pleasure is actively promoted through daily opportunities to hear, share, discuss and enjoy high-quality texts.
9. Expert modelling by adults nurtures enthusiastic, reflective and independent readers.
10. Strong partnerships with parents and carers support children's reading development both at home and at school.

Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.	• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. **Word Reading** • 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. **Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Word reading – phonics and decoding
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· enjoying rhyming and rhythmic activities · showing an awareness of rhyme and alliteration · recognising rhythm in spoken words · continuing a rhyming string ·hearing and saying the initial sound in words · segmenting the sounds in simple words and blending them together, knowing which letter represents some of them · linking sounds to letters, naming and sounding the letters of the alphabet using phonic knowledge to decode regular words and read them aloud accurately	·applying phonic knowledge and skills as the route to decoding words · blending sounds in unfamiliar words using the GPCsthat they have been taught · responding speedily, giving the correct sound to graphemes for all of the 40+ phonemes · reading words containing taught GPCs · reading words containing -s, -es,-ing, -ed and -est endings · reading words with contractions, e.g. I'm, I'll and we'll	·continuing to applying phonic knowledge and skills as the route to decoding words until automatic decoding has becoming embedded and reading is fluent ·reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ·accurately reading most words of two or more syllables reading most words containing common suffixes	·using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) · applying growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-,super-, anti- and auto-to begin to read aloud ·applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and –cian, to begin to read aloud	·reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill ·applying knowledge of root words, prefixes and suffixes / word endings to read aloud fluently	· reading most words fluently and attempting to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues ·applying growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently	·reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending ·decoding any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

Word reading – common exception words
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· reading some common exception words	· reading Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	reading most Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word	· beginning to read Y3/Y4 exception words	·reading all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word	· reading most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word	· reading some common exception words

Word reading - fluency
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· showing interest in illustrations and print in books and the environment ·recognising familiar words and signs such as own name and advertising logos ·looking at and handling books independently (holds books the correct way up and turns pages) ·ascribing meanings to marks that they see in different places ·beginning to break the flow of speech into words · beginning to read words and simple sentences ·reading and understanding simple sentences	·accurately reading texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words · re-reading texts to build up fluency and confidence in word reading	· reading aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation ·re-reading books to build up fluency and confidence in word reading ·reading words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts	·Teachingcomprehension skills should be taking precedence over teaching wordreading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

Comprehension -understanding and correcting inaccuracies
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
·knowing that print carries meaning and, in English, is reading from left to right and top to bottom ·understanding humour, e.g. nonsense rhymes, jokes	·checking that a text makes sense to them as they read, self-correcting	· showing understanding by drawing on what they already know or on background information and vocabulary provided by the teacher ·checking that the text makes sense to them as they read, correcting inaccurate reading				

Comprehension – comparing, contrasting and commenting
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· listening to stories with increasing attention and recall ·anticipating key events and phrases in rhymes and stories ·beginning to be aware of the way stories are structured ·describing main story settings, events and principal characters ·enjoying an increasing range of books ·following a story without pictures or props · listening to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions · demonstrating understanding when talking with others about what they have been reading	· listening to and discussing a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently · linking what they have read orhave rea to them to their own experiences ·retelling familiar stories in increasing detail · joining in with discussions about a text, taking turns and listening to what others are saying · discussing the significance of titles and events	· participating in discussions about books, poems and other works that are read to them (at a level beyond at which they can reading independently) and those that they can read for themselves, explaining their understanding and expressing their views · becoming increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales ·discussing the sequence of events in books and how items of information are related ·recognising simple recurring literary language in stories and poetry ·asking and answering questions about a text · making links between the text they are reading and other texts they have read (in texts that they can read independently)	·recognising, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ·using appropriate terminology when discussing texts (plot, character, setting)	·discussing and comparing texts from a wide variety of genres and writers ·reading for a range of purposes ·identifying themes and conventions in a wide range of books ·referring to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings) ·identifying how language, structure and presentation contribute to meaning · identifying main ideas drawn from more than one paragraph and summarising these		

Comprehension – inference and prediction
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
·suggesting how a story might end ·beginning to understand 'why' and 'how' questions ·answering 'how' and 'why' questions about their experiences and in response to stories or events	· beginning to making simple inferences ·predicting what might happen on the basis of what has been read so far	·making inferences on the basis of what is being said and done ·predicting what might happen on the basis of what has been read so far in a text	·asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives ·justifying predictions using evidence from the text	·drawing inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text ·justifying predictions from details stated and implied	·drawing inferences from characters' feelings, thoughts and motives ·making predictions based on detailsstated and implied, justifying them in detail with evidence from the text	·considering different accounts of the same event, discussing viewpoints, both of authors and of fictional characters ·discussing how characters change and develop through texts by drawing inferences based on indirect clues

Poetry and performance
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
·listening to and joining in with stories and poems, on a one-to-one basis and also in small groups ·joining in with repeated refrains in rhymes and stories ·using intonation, rhythm and phrasing, making the meaning clear to others ·developing preference for forms ofexpression ·playing cooperatively as part of a group, developing and acting outa narrative ·expressing themselves effectively, showing awareness of listeners' needs	·reciting simple poems by heart	·continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear	· preparing and performing poems and play scripts, showing some awareness of the audience when reading aloud ·beginning to use appropriate intonation and volume when reading aloud	·recognising and discussing some different forms of poetry e.g. free verse or narrative poetry ·preparing and performing poems and play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud	·continually showing an awareness of audience when reading out loud using intonation, tone, volume and action	·confidently performing texts (including poems learnt by heart) using a wide range of devices, engaging the audience and for effect

Non-fiction
National Curriculum and Progression Mapping

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
·knowing that information can be relayed in the form of print ·knowing that information can be retrieved from books and computers	· recognising that non- fiction books are often structured in different ways	· recognising that non- fiction books are often structured in different ways	·retrieving and recording information from non- fiction texts	·using all of the organisational devices available within a non- fiction text, retrieving, recording and discussing information ·using dictionaries, checking the meaning of words that they have reading	·using knowledge of texts and organisation devices, retrieving, recording and discussing information from fiction and non-fiction texts	·retrieving, recording and presenting information from non-fiction texts · using non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review