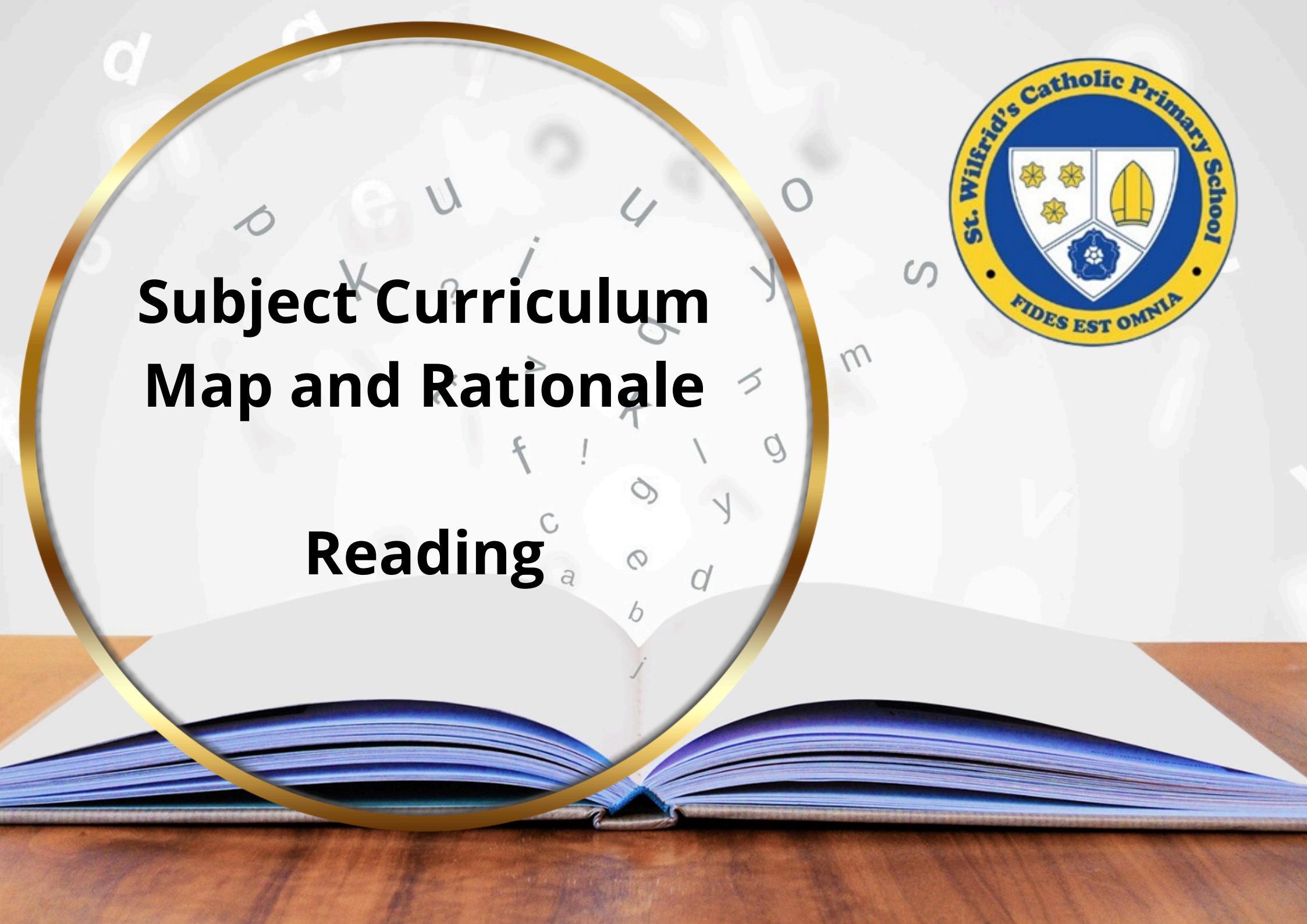
Subject Curriculum Map and Rationale

Reading



Reading Rationale

At St Wilfrid's Catholic Primary School, we strive to develop confident, fluent and enthusiastic readers who understand and enjoy what they read. Through exposure to a rich range of stories, poetry, rhymes and non-fiction texts, children develop strong vocabulary, language comprehension and a genuine love of reading. We aim to inspire lifelong readers who choose to read for pleasure and can confidently engage with a wide variety of texts.

Reading is central to our curriculum and underpins success across all areas of learning. Our carefully planned reading curriculum is designed to develop fluency, comprehension, vocabulary and a deep understanding of language, while also supporting children to become effective writers. Reading skills are mapped progressively from EYFS to Year 6, ensuring clear progression and full coverage of the National Curriculum.

We believe that every child can become a successful reader. High-quality teaching, ambitious expectations and timely intervention ensure that all pupils can access and engage with age-related learning. The curriculum is designed to enable pupils to keep up with their peers, whilst providing targeted support and challenge where needed.

Reading for pleasure is actively promoted throughout the school. Children benefit from a well-stocked library, engaging classroom book corners and regular opportunities to hear, discuss and explore high-quality texts. Through the promotion of reading across the curriculum and opportunities to celebrate books and authors, we aim to foster a lifelong love of reading.

Teacher expertise is fundamental to the success of our reading curriculum. All staff receive training through the Little Wandle Letters and Sounds Revised programme, alongside ongoing coaching and professional development to ensure consistent, high-quality teaching of reading and phonics.

Our reading curriculum is built around high-quality, challenging texts and explicit vocabulary instruction. Lessons encourage discussion, retrieval, inference, prediction and critical thinking, enabling pupils to develop a deeper understanding of what they read. Planned formative assessment opportunities are embedded throughout the curriculum to identify misconceptions and secure long-term learning.

Assessment is used effectively to monitor progress and inform next steps. Daily formative assessment, Little Wandle phonics assessments and termly NFER reading assessments provide valuable information about pupils' attainment and progress. Assessment outcomes are used to identify strengths, address gaps in learning and ensure that appropriate support is provided. Children who require additional support access targeted interventions, including Little Wandle Keep-Up and Rapid Catch-Up programmes. All children read regularly with an adult, with those requiring additional support being heard read more frequently.

We have high expectations for the quality and presentation of pupils' work, fostering pride and ownership in their learning. Children record their responses to reading in reading journals and class books, demonstrating their understanding, reflection and engagement with texts.

Leaders regularly monitor the quality and impact of reading through lesson visits, book scrutiny, assessment analysis and pupil voice. Discussions with pupils provide valuable insight into what children know, remember and enjoy, helping to inform ongoing improvements and ensure that reading remains a strength across the school.

Early Reading and Phonics

At St Wilfrid's, early reading is taught through Little Wandle Letters and Sounds Revised, a systematic synthetic phonics programme that provides children with the foundations to become confident, fluent readers. From the beginning of Reception, children take part in daily phonics lessons that follow Little Wandle's carefully sequenced progression. This continues into Year 1 and beyond where necessary, ensuring that every child develops secure phonological knowledge and strong decoding skills.

Reading practice books are closely matched to each child's phonic knowledge, enabling them to apply and consolidate newly taught sounds with confidence and success. Children participate in three reading practice sessions each week, reading the same text on each occasion with a different focus: decoding, prosody and comprehension. This structured approach develops accuracy, fluency and understanding, allowing children to read with increasing confidence, expression and enjoyment.

Developing Independent Readers

Once children have completed the Little Wandle Phonics programme, they move on to the Little Wandle Fluency Programme, where they continue to develop automaticity, prosody and comprehension through carefully matched texts. As their fluency and confidence grow, pupils progress to guided reading, studying high-quality texts over a number of weeks.

Texts are selected from a carefully planned reading spine, which provides progression, challenge and exposure to a rich range of genres, authors and themes. Adult-led sessions focus on developing fluency, vocabulary and comprehension, while independent tasks allow pupils to deepen their understanding and respond thoughtfully to what they have read. Questions and activities are carefully planned around the National Curriculum content domains to ensure broad, progressive coverage of reading skills.

Assessment and Intervention

In the Early Years Foundation Stage, children's progress is monitored through ongoing observation and assessment, with attainment measured against the Early Learning Goals at the end of Reception.

Formative assessment is an integral part of daily teaching and learning. It is used to identify misconceptions, inform future planning and ensure that children receive timely support. Pupils requiring additional practice take part in Little Wandle Keep-Up sessions, enabling gaps in knowledge to be addressed quickly and effectively.

The Little Wandle Phonics Tracker is updated regularly using evidence gathered from half-termly assessments, phonics lessons, reading practice sessions and observations. This allows staff to monitor progress closely and provide targeted support to meet individual needs.

Reading for Pleasure

At St Wilfrid's, we believe that reading is the key to unlocking learning across the curriculum and fostering a lifelong love of literature. Alongside structured phonics and reading practice, children are immersed in a rich literary environment where stories, poems, rhymes and non-fiction texts are shared and celebrated every day.

Little Wandle Big Cat books support children in developing accurate, fluent and meaningful reading whilst deepening their understanding of texts. Listening to, discussing and retelling familiar stories helps children develop language, imagination and comprehension skills, while nurturing a love of reading from an early age.

Through regular story times, high-quality class texts, well-stocked reading areas and opportunities to revisit favourite books, we foster enthusiastic readers who read with confidence, curiosity and enjoyment, both for purpose and for pleasure.

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.

Phonics and Early Reading in Reception and Key Stage 1

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	to I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags rings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –tng, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes –tng, –ed /t/, –ed /id/ / ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes –tng, –ed /t/, –ed /id/ / ed/, –ed /d/ –er, –est • longer words	Review all taught so far

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Phase 5 review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

Key Stage 2

Engagement with Whole Book	Exposure to a wide range of literature such as novels, poetry, non-fiction.
Language	Explicit teaching and exploration of vocabulary and literary language in context.
Rich Discussion	Opportunities for oracy throughout, opening up meaningful classroom discussions.
Models	The modelling of reading, questioning and written responses.
Collaboration	Collaborative tasks support enjoyment and shared understanding of the text.
Create Meaning	Create meaning from texts through a variety of engaging tasks.
Comprehension	Demonstrate understanding of whole texts.

Literacy Tree

In Key Stage 2, pupils continue to develop their reading skills through high-quality texts and Reading Leaves from The Literacy Tree. Carefully selected texts provide opportunities for pupils to engage with ambitious vocabulary, complex themes and a wide range of genres. Through discussion, questioning and written responses, pupils develop fluency, comprehension and critical thinking skills while deepening their understanding of the texts they encounter. Reading lessons are planned around the National Curriculum Key Stage 2 content domains, ensuring progression and full coverage of key reading skills, including retrieval, inference, prediction, summarising and author's intent. Pupils who require additional support receive targeted intervention through the Little Wandle Rapid Catch-Up programme, enabling them to close gaps in learning and access the wider reading curriculum successfully.