



# Subject Curriculum Map and Rationale

## Reading

# Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Nursery & Reception will learn to:	Statutory Framework Early Learning Goals
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

# EYFS Long Term Plan

## Nursery Long Term Plan

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of sounds</b>	sat pin	md gocke	ur h b f l j	v w y z qu ch	ck x sh th ng nk
<b>Use these Reception picture cards:</b>	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
<b>Phonemic awareness focus</b>	Teach children to <b>hear</b> the same initial sound for words and names of objects.	Teach children to <b>identify</b> initial sounds of words and names of objects.  Teach children to <b>distinguish</b> different sounds.	Teach children to <b>identify</b> initial sounds of words and names of objects.  Teach children to <b>articulate</b> sounds correctly – including playing with voice sounds.	Teach children to <b>identify</b> initial sounds of words and objects.	Teach children to <b>identify</b> the final sounds of words and objects.
<b>Play these games:</b>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>What's in the box? – with objects that start with different sounds</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul> <p>Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words.</p>

# EYFS Long Term Plan Autumn

## Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

## Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with s /s/ added at the end (hats sits)</li> <li>words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul>	we me be



# EYFS Long Term Plan Spring

## Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

## Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	



# EYF5 Long Term Plan Summer

## Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

## Reception Summer 2

	Phase 4	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root word ending in: -er, -est longer words	



# Year 1 Long Term Plan Autumn 1

## Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	



# Year 1 Long Term Plan Autumn 2

## Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	



# Year 1 Long Term Plan Spring 1

Year 1 Spring 1		
	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/ll/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	



# Year 1 Long Term Plan Spring 2

## Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	



# Year 1 Long Term Plan Summer 1

## Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	



# Year 1 Long Term Plan Summer 2

## Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	



# Year 2 Long Term Plan

1a	1b	1c	1d	1e
Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far



In Year 2, children continue on the Little Wandle Phonics programme with a focus on building fluency, until the end of Autumn 2. In spring 1 children then move onto whole class guided reading via Fred's Teaching where they explore and respond to a variety of extracts from high quality texts. Teacher questioning and independent questions are derived from Key Stage 1 content domains to prepare children for questioning in end of key stage statutory tests. Some children, who need more support mastering the phonic code, move onto the Little Wandle Rapid Catch-up programme. This is a complete catch-up programme that provides targeted support to aid fluency and accuracy, so children can access the curriculum and read with enjoyment as quickly as possible. Children also continue reading Big Cat decodable books matched to their reading level.

# Key Stage 2 Long Term Plan

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context	Retrieve and record information/identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole	Identify/explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text.



In Key Stage 2, children continue with whole class guided reading to develop independence in reading and class discussion of texts. This helps to prepare them for end of key stage statutory tests and to get them "secondary ready". Teacher questioning and independent questions are derived from Key Stage 2 content domains. Children who require intervention in reading take part the Little Wandle Rapid Catch-up programme where they focus on building accuracy and fluency. They are assessed regularly to ensure they stay on track and read decodable books matched to their reading level.

# Reading Rationale

At St Wilfrid's, we intend to create confident readers, who have the ability to develop deep and true understanding of what they read alongside fluency of reading. Children will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and engender a genuine love of reading and a keen interest in a range of texts - inspiring them to become life-long readers who enjoy books and have a desire to read for pleasure.

We are very clear about being ambitious in all year groups and the programme is designed to support children with reading fluency, enjoyment and understanding of language, reading for pleasure and to facilitate confident writers, who can write for a variety of purposes. The school's reading progression map clearly outlines the stages in a child's reading journey using the National Curriculum Programme of Study Progression maps. Weekly sessions are designed to embed the reading skills and build on children's vocabulary, comprehension and reading fluency skills.

A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. Timely interventions are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning. At St Wilfrid's, we encourage pupils to develop a love of reading by having a well-stocked library and book selections available in each classroom. We actively promote the local libraries and organise events such as World Book Day and National Story Telling Week. We celebrate reading success and effort during our weekly celebration assembly.

Teacher development is central to the success of teaching reading. All teachers and support staff are fully trained in using the Little Wandle Phonics programme and there are regular CPD and coaching opportunities. In KS2, teachers receive bespoke CPD, coaching and support from leaders to ensure they have the expertise to deliver this curriculum. Being a member of the Literacy Hub means we are actively involved with a Literacy Specialist who provides regular support and monitoring of our reading provision with action points.

Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. The lesson structure promotes regular discussion through text analysis and is structured to lead to building understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary.

Our reading programme has been carefully constructed to present the content in a logical progression. This is evident in the weekly lesson structures, which includes carefully crafted formative assessment points in between each stage, for example using recall and retrieval practice.

In class, daily formative assessment is used to identify and address gaps and misconceptions. Furthermore we have staff dedicated to delivering formal daily interventions so that all our children have the opportunity to keep up. In EYFS and KS1 regular, planned summative assessment points provide the basis for a targeted intervention plan that is delivered by teaching staff. In KS2 termly Accelerated Reader Star tests are used throughout the year to provide standardised scores and identify children who need extra support in class and those that need extra support outside of class via the Rapid Catch-up programme. Again regular summative assessment of these children enables us to provide timely interventions. Children in YR and KS1 read a book matched to their phonic level every week with a focus on decoding, prosody and comprehension. They then take this book home, along with an online version of the text and any others the teachers deems necessary. In KS2 children read at home via the MYON online reading library whereby they read a book that has been matched to their ZPD level (which is obtained via their latest Star Reader Assessment). Class teachers also read a 'class book' and ensure that this story time is protected at the end of every day so children hear high quality, enthusiastic reading.

We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride. In reading, the children record their work in their Guided Reading exercise books and Home-School reading diaries.

# Reading in EYFS

We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. In Nursery children follow Little Wandle Foundations which is based on Phase One of Letter and Sounds Revised. Then right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers. Big Cat Phonics Reading books are carefully matched to children's reading level so they can apply the phonics and reading skills they know to ensure a complete approach to the teaching and learning of reading. Children read the same text three times a week focusing on a different skill each lesson: decoding, prosody and comprehension. This approach enables the child to become familiar with the text fully to ensure achievement for all.

In the EYFS, we monitor progress using the non-statutory guidance Development Matters and at the end of the foundation stage we assess against the Early Learning Goals.

We use formative assessment daily as a powerful form of assessment for learning to identify children for keep up intervention. We use the Little Wandle half termly assessments and heat maps to also identify children who require interventions. We also use this to identify our most able readers and ensure they are continually pushed to fulfill their potential.