



## Reading Curriculum Map – Becoming Readers

### ***“Teach Reading, Change Lives.”***

**– Little Wandle**

**Reading Curriculum Intent at Ghost Hill**



At Ghost Hill the intent of our reading curriculum is to ensure strong teaching of early reading to create a love of reading and ensure that children are able to transition from learning to read to reading to learn. We seek to develop pupils as independent readers by the end of their time at Ghost Hill to best prepare them for their next stage of education at Junior School. Through the use of our systematic synthetic phonics program – Little Wandle – we ensure children follow a rigorous and challenging phonics scheme to support Early Reading. We complete reading practice sessions three times per week to apply our phonetical knowledge to our reading to build fluency as soon as possible.

At Ghost Hill we understand that fluency is the bridge to comprehension. Therefore, children receive books that are well match to their phonetical learning throughout our school. This ensures that home reading books can be read with accuracy and encourages children to re-read texts to further develop fluency. This then supports them with their comprehension skills. Opportunities are provided to read across the curriculum with fluency, accuracy, understanding and enjoyment – including through being read to frequently by adults. A love of reading is developed through providing opportunities to hear adults read to them, both in school and at home. This is supported by our excellent school library.

Through comprehension we aim to support children in reflecting upon and talking about the texts they encounter so that pupils come to understand how writers write and the special relationship which exists between author and reader. We aim to support critical and imaginative engagement with texts, helping them to make sense of the world and their place within it.

#### **Composite**

*(From National Curriculum)*

#### **Progression Components (The building blocks to National Curriculum Composites)**

**By the End of KS1 (Y2)**

**The Building Blocks of Knowledge in the Early Years Foundation Stage**

*In Nursery these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. A daily phonics lesson occurs in line with the school’s chosen SSP – Little Wandle. Reading is predominantly observed within communication and language and literacy. Reception children also participate in Reading Practice Sessions three times per week*

**Nursery**

**Reception (inc ELG)**

**Year 1**

**Year 2**

<b>1. Word Reading</b>	<ol style="list-style-type: none"> <li>1. Use a wider range of vocabulary.</li> <li>2. Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> <li>3. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>4.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn new vocabulary.</li> <li>2. Use new vocabulary through the day.</li> <li>3. Read individual letters by saying the sounds for them</li> <li>4. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</li> <li>5. Read some letter groups that each represent one sound and say sounds for them.</li> <li>6. Read a few common exception words matched to the school’s systematic synthetic phonics program – Little Wandle</li> <li>7. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>8. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ol>	<ol style="list-style-type: none"> <li>9. Revise and consolidate the GPCs and common exception words taught in Reception – in line with Little Wandle progression</li> <li>10. Apply phonic knowledge and skills as the route to decode words</li> <li>11. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>12. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>13. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>14. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ☐ read other words of more than one syllable that contain taught GPCs. Understand the root word of suffixes to help them to build on reading the word</li> <li>15. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> </ol>	<ol style="list-style-type: none"> <li>1. Revise and consolidate the GPCs and common exception words taught in Year 1 – in line with Little Wandle progression</li> <li>2. Continue to apply phonic knowledge and skills as the route to decode words until</li> <li>3. Automatic decoding has become embedded and reading is fluent</li> <li>4. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>5. Read accurately words of two or more syllables that contain the same graphemes as Above</li> <li>6. Have an awareness of syllable boundaries and how to read each syllable separately before they combine to read the word.</li> <li>7. Read words containing common suffixes</li> <li>8. Understand the root words of suffixes, building on what they have already learnt.</li> <li>9. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ol>
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<b>2. Comprehension</b>	<p>1. Enjoy listening to longer stories and can remember much of what happens.</p> <p>2. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>3. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>4. Sing a large repertoire of songs.</p> <p>5. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>6. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>1. Understand how to listen carefully and why listening is important.</p> <p>2. Ask questions to find out more and to check they understand what has been said to them.</p> <p>3. Articulate their ideas and thoughts in well-formed sentences.</p> <p>4. Connect one idea or action to another using a range of connectives.</p> <p>5. Describe some events in detail</p> <p>6. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>7. Engage in storytimes.</p>	<p>1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently – read to them by adults</li> <li>• developing their understanding of vocabulary when listening to books aloud through discussion regarding what they have heard</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales,</li> </ul>	<p>1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Read all words in a sentence accurately</li> <li>• Monitor their own reading – checking decoded words fits with what they have read and makes sense in context</li> <li>• Use morphology (such as prefixes) to work out unknown words</li> <li>• listening to, discussing and expressing 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</li> </ul>

	<p>7. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>8. Listen to and talk about stories to build familiarity and understanding.</p> <p>9. 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>10. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>11. Learn rhymes, poems and songs.</p> <p>12. Engage in non-fiction books.</p> <p>13. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<ul style="list-style-type: none"> <li>• retelling them and considering their particular characteristics, showing an understanding of how written language can be structured</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>2. Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Understand some of the processes for finding out information through reading</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>2. Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
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