



Rawmarsh Ryecroft Infants School Curriculum Map



Reading

Values and Vision

"Secure, Happy and Successful"

Resilience - I always keep going **Respect** - I value everybody and everything **Care** - I look after my world and the people in it.
Achievement - I try to be the best I can be **Community** - I am proud of where I belong

Intent

At Ryecroft we are passionate about reading and believe it has an essential place in education and in society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We believe in the importance of developing children's discrete word-reading skills and comprehension, and the need to nurture their love of books and reading. Reading also enables pupils both to acquire knowledge and to build on what they already know.

Implementation

At Ryecroft, we teach phonics and reading skills using the Read, Write Inc programme. Children are grouped by ability on the programme so they learn rapidly at the right level. This scheme allows children to practise thoroughly and revisit learning, which ensures excellent progress. Within Phonics sessions, children are taught individual sounds, groups of sounds and common exception words. They are taught to read a range of fiction and non-fiction books easily and fluently. We encourage children to develop their comprehension in Read, Write Inc sessions as well as through reciprocal reading and comprehension group sessions. In addition, children read individually every week with some pupils taking part in targeted, extra reading to strengthen fluency and develop understanding.

All children have access to rich and varied literature in school. Children take home a scheme book and a Read Write Inc book bag book home. Children can also take home a 'reading for enjoyment' book which they can read or listen to for pleasure. As children have access to a wide range of books they are able to acquire a wide range of vocabulary from the books that they read.

By the end of Year Two, it is expected that most children will have developed their knowledge and understanding of all the skills set out in Key Stage One reading programme of study.

Impact

Children will be able to read easily, fluently and with good understanding. They will have developed a habit of reading widely and both pleasure and to find information. Children will have acquired a range of vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading. Children will have developed a love of reading.

	Taught Through	Objectives (NC and ELG)	Disciplinary Knowledge	Substantive Knowledge	Vocabulary
FS2	Read, Write Inc sessions Individual reading Additional reading Story time	ELG L WR - To say a sound for each letter in the alphabet and at least 10 digraphs. WR - To read words consistent with their phonic knowledge by sound-blending. WR - To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. C - To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. C - To anticipate - where appropriate - key events in stories.	I can say a sound for each letter of the alphabet and I can recognise at least 10 special friends. I can read words and simple sentences by sounding them out. I can read some common exception words on sight. I can retell a story that has been read to me using my own words. I can predict key events in a story.	I know the correct sound for each letter of the alphabet and I know the correct sound for at least 10 digraphs. I know how to read words and simple sentences by using my phonic knowledge. I know some common exception words on sight. I know how to retell a story that I have listened to.	Sounds Blending Word Rhyme Poem Stories Characters Fiction Non-fiction Fred Talk Special Friends Phonics

		<i>C</i> - To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	I can use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	I know how to predict a key event in a story. I know how to use and understand new vocabulary that I have learnt.	
Y1	Read, Write Inc sessions Individual reading Additional reading Additional Phonics One to One Phonics Comprehension groups Story time	To apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. To read other words of more than one syllable that contain taught GPCs. To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). To 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. To re-read these books to build up their fluency and confidence in word reading. To develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To be encouraged to link what they read or hear read to their own experiences. To become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics. To recognise and join in with predictable phrases. To learn to appreciate rhymes and poems, and to recite some by heart.	I can use my phonic skills to blend sounds to read words and can say the correct sound speedily when shown graphemes for all 40+ phonemes. I can read the Year 1 common exception words. I can use my phonic skills to read words containing suffixes -s, -es, -ing, -ed, -er and -est. I can read words with more than one syllable. I can read words with contractions and understand that the apostrophe shows the missing letter(s). I can listen to and talk about different poems, stories and non-fiction. I can link what I read or hear to my own experiences. I can retell key stories, fairy stories and traditional tales, and talk about the features and can recognise and join in with predictable phrases. I can recite rhymes and poems, including some by heart. I can check that my book makes sense and correct any mistakes and can discuss the significance of the title and events in the books I read. I can make inferences on the basis of what is being said and done. I can discuss word meanings, linking new meanings to those I already know. I can talk about and understand books I listen to, take turns and listen to what others say. I	I know the correct sound for each letter of the alphabet and know the correct sound for graphemes. I know the Year 1 common exception words. I know what a suffix, syllable and contraction is and read them in words. I know how to read words with more than one syllable. I know how to read words with contractions. I know how to talk about different poems, stories and non-fiction texts. I know how to link my own experiences to what I have read or heard. I know how to retell a story and know how to join in with predictable phrases. I know some rhymes and poems. I know when I have made a mistake when I am reading and how to correct it. I know how to discuss the events in a book. I know how to answer inferential and literal questions. I know how to discuss word meanings. I know how to talk about the books that I have read and those that have been read to me.	As FS2 and: Poems Explain Understanding Phonics Blending Syllable Vocabulary Comprehension

		To discuss word meanings, linking new meanings to those already known. To understand both the books they can already read accurately and fluently and those they listen to by: To draw on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and correct inaccurate reading. To discuss the significance of the title and events. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far. To participate in discussion about what is read to them, taking turns and listening to what others say. To explain clearly their understanding of what is read to them.	can use my knowledge and vocabulary provided by my teacher to understand the books I read. I can predict what might happen on the basis of what I have read so far.	I know how to make a simple prediction about what might happen next.	
Y2	Read, Write Inc sessions Reciprocal reading Individual reading Additional reading Phonics club Comprehension groups Story time	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain the same graphemes as above. To read words containing common suffixes. To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build up their fluency and confidence in word reading.	I can continue to apply my phonic skills to read words until I can read them automatically. I can say the correct sound speedily to read all graphemes taught so far, especially recognising alternative sounds for graphemes. I can read accurately words with two or more syllables that contain the same graphemes as above. I can read words containing common suffixes. I can read all the Year 1 and Year 2 common exception words. I can read most words quickly and accurately, without sounding and blending. I can sequence events in books and say how information is related. I can retell a wide range of stories, fairy stories and traditional tales. I can listen to, discuss and talk about my views on poetry, stories and non-fiction.	I know how to use my phonic knowledge to read words. I know the correct sounds for all the graphemes I've been taught and alternative graphemes I know how to read words with two or more syllables and words containing common suffixes. I know the Y2 common exception words. I know how to read words quickly and accurately without sounding and blending. I know how to sequence events that happen in a book. I know a wide range of stories and can retell them. I know how to discuss texts and can give my opinion on them.	As FS2, Year 1 and: Fluent Contractions Apostrophe Vocabulary Suffix Clarifying Inference Predicting Summarising Comprehension

		To listen 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. To discuss the sequence of events in books and how items of information are related. To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To recognise simple recurring literary language in stories and poetry. To discuss and clarifying the meanings of words, linking new meanings to known vocabulary, including favourite words and phrases To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. To draw on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and correcting inaccurate reading. To make inferences on the basis of what is being said and done, answer and ask questions. To predict what might happen on the basis of what has been read so far. To 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. To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	I can recognise simple, reoccurring language in stories and poetry. I can discuss and clarify the meanings of words, linking new meanings to vocabulary I already know. I can discuss my favourite words and phrases. I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. I can use background information and vocabulary given by the teacher to understand both the books that I can already read accurately and fluently and those that I listen to. I can check that the text makes sense to me as I read and correcting inaccurate reading. I can make inferences on the basis of what is being said and done answering and asking questions. I can predict what might happen on the basis of what has been read so far. I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.	I know some story language. I know how to clarify the meaning of new words. I know how to discuss my favourite words and phrases. I know some poems and can recite them. I know what books are about including those I have read and those which have been read to me. I know how to correct my own errors. I know how to answer literal and inferential questions. I know how to predict what might happen next based on what I have read so far. I know how to discuss texts that have been read to me and those I can read myself. I know how to take turns and listen to what others say.	
--	--	---	---	--	--