**Reception & Key Stage 1 Reading Curriculum**

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| Year R |  | | | | |
| Skills | **Phonics**  *Jolly Phonics & Letters & Sounds*  *Maintain constant awareness of* ***hearing issues*** *and need to flag to parents at earliest opportunity*   * Letters & Sounds Phase 1 environmental sounds * Letters & Sounds Phase 2 phonemes, graphemes SATPIN/19 specified sounds * Aural blending then blending letters * Letters & Sounds Phase 3 remaining phonemes   plus digraphs and trigraphs Tricky words sight vocabulary   * Introduce idea of alien words when applying digraphs/trigraphs | **Comprehension**  Retrieval, inference deduction predicting, summarising   * At least 2 books a day as a class read. Discuss front cover, relating to other books, predicting, author, illustrator, blurb, sequencing questions (not too many stops) must include non-fiction, poetry (some will be specified see Recommend Reads Document, some will be teacher or child choice) * 1 to 1 reading personalised discussion and questioning with a trained adult at least once a week with more focus on characters. Adults ensure range of practice books at correct level and matches phonics knowledge * Matching pictures and sentences * Sequencing stories * Role play |  | **Fluency**  *Fluency is the ability to read with speed, accuracy, and proper expression*  *Taught mostly through reading aloud*   * Accuracy and speed of sight words, beginning with single words and building to simple sentences * Expression when retelling (not reading) simple stories or rhymes * Expression and appropriate conversation in role play areas * Modelled reading by adults * Recite nursery rhymes off by heart * The practise book approach | **Reading for Pleasure**  *With an emphasis on books chosen* ***by*** *the children*   * Class story time * Book corners with recommendations and good range * Free choice of Reading for Pleasure (RfP) book inc all genre |
| Year 1 | * Build on knowledge from Year R | | | | |
| Skills | **Phonics**  *Jolly Phonics & Letters & Sounds*  *Maintain constant awareness of* ***hearing issues*** *and need to flag to parents at earliest opportunity*   * Letters & Sounds Phase 4 consolidation with focus on cvcc * Letters & Sounds Phase 5 alternative pronunciation e.g. ai/ay/a-e split digraph * Tricky words sight vocabulary | **Comprehension**  Retrieval, inference deduction  predicting, summarising   * At least 2 books a day as a class read. Discuss front cover, relating to other books, predicting, author, illustrator, blurb, sequencing questions   ( not too many stops) must include non-fiction, poetry (some will be specified see Recommend Reads Document, some will be teacher or child choice)   * 1 to 1 reading personalised discussion and questioning with a trained adult at least once a week with more focus on characters. Adults ensure range of texts at correct level. Practise Books * Matching pictures & sentences * Sequencing stories * Role play |  | **Fluency**  *Fluency is the ability to read with speed, accuracy, and proper expression*  *Taught mostly through reading*  *aloud*   * When reading school colour band book children read with few errors and appropriate expression * Modelled reading by adults with opportunities for echo reading * Recite nursery rhymes and simple poems off by heart * When reading 1 to 1 increasingly aware of punctuation modelled by adults and child repeating * The practice book approach | **Reading for Pleasure**  *With an emphasis on books chosen*  ***by*** *the children*   * Class story time * Book corners with recommendations and good range * Free choice of RfP book inc all genre |
| Year 2 | * Build on knowledge from Yr &1 | | | | |
| Skills | **Phonics**  *Jolly Phonics & Letters & Sounds*  *Maintain constant awareness of* ***hearing issues*** *and need to flag to parents at earliest opportunity*   * Personalised intervention dependant on cohort for children who did not complete phase 5 and/or did not pass phonics screening check * other alternative sounds/spellings now part of writing   ng/spelling curriculum   * Vocabulary strand taught explicitly through WCR | **Comprehension**  Retrieval, inference deduction predicting, summarising   * Class read (short novel teacher’s choice from recommended GTPS list) Not too many pauses for questioning more for flow and implicit comprehension. Prediction and summarising * 1 to 1 reading personalised discussion and questioning with a trained adult at least once a week. Focus on retrieval and simple inference. Adults ensure range of texts are at correct level * Whole Class Reading once a week (linked to topic) | **Scanning**  *Scanning is reading rapidly in order to find specific facts.*  From a text already read either by adult or child:   * Children taught to scan for headings/ sections * Children taught to scan for key words e.g. names * Children taught to hold key piece of information in head whilst searching * Children taught to scan for first word to locate sentence | **Fluency**  *Mastery = 90 words per minute*  *Fluency is the ability to read with speed, accuracy, and proper expression*  *Taught mostly through reading aloud*   * Modelled reading including use of punctuation * Echo / choral reading * Reciting poetry off by heart –cumulative sticky knowledge * When reading 1 to 1 children taking note of punctuation | **Reading for Pleasure**  *With an emphasis on books chosen* ***by*** *the children*   * Quiet reading with specific guidelines/ expectations * Class novels * Book corners with recommendations and good range * Free choice of RfP book inc all genre * Learning poetry off by heart –cumulative sticky knowledge |