**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
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| Year 1 | * Build on knowledge from Year R
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| 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
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| Year 2 | * Build on knowledge from Yr &1
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| 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
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