

Mundeford Community Infants School



SUBJECT MAPPING – READING

The National Curriculum says:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

In order to achieve this by the end of Key Stage One (Teaching Assessment Framework for the Expected Standard):

The pupil can: read accurately most words of two or more syllables, read most words containing common suffixes, read most common exception words.

In age-appropriate books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words, sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading, answer questions and make some inferences, explain what has happened so far in what they have read.

How do we bring this to life?

Role play, props and book hooks to bring texts to life when introducing new books.

Using books as a stimulus to launch new learning activities.

Experience of daily book sharing within the class to support children to develop a love of reading and engage in discussion to support a deeper level of understanding.

Range of home school reading books to support developing phonic knowledge.

Access to project related reading resources to enhance subject specific understanding.

Regular visits to school library to pursue individual reading interests.

Celebration of home reading.

Book at bedtime whole school event.

Links with local library for summer reading challenge.

Online reading platform with interactive games and activities that children can access at home.

Knowledge Acquiring – explore, find out, discover, research, understand

The programmes of study for reading at key stage 1 consists of two dimensions: word reading comprehension (both listening and reading).

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Skills Development – problem solve, justify, reason, evaluate, practise

Mudford Infants follows the Ruth Miskin Read Write Inc program which provides a structured, progressive and personalised synthetic phonics program. Starting with an introduction to phoneme grapheme correspondence children will learn to blend sounds to read words as well as recognising common exception words to be able to read short sentences and then books that are phonically appropriate to match children’s growing confidence. Children will deepen their love of reading by applying their developing skills to read fiction, non-fiction and poetry books of their choice. Where appropriate children will apply reading skills in books and online to further subject knowledge in projects throughout the year.

KNOWLEDGE & INFORMATION REQUIRED TO UNDERSTAND A BOOK AND ITS IMPORTANT VOCABULARY – HOW DO WE ENSURE THIS THROUGH IMMERSION IN A RANGE OF TEXTS AROUND A CENTRAL THEME IN RWI AS WELL AS PROJECTS?

Sequence of Learning – When and how do we facilitate this learning for ... in our school?

Reception	Year 1	Year 2
<p><u>Read Write Inc</u></p> <p>We follow Read Write Inc, a whole school stage not age approach to reading meaning that children will always be working at an appropriate level for their developing reading skills (see attached progression document)</p> <p>When starting in Reception children will initially learn the phoneme and grapheme correspondence for 25 single letter sounds as well as 7 common digraphs (two letter sounds) and begin to learn how to blend these letters in order to read. As confidence and accuracy grows children will move through the program according to the pathway.</p> <p>We would expect that a child achieving their early learning goal would be securely working within green level.</p> <p><u>Reading experiences</u> As they join the school children will develop much of their personal, social and emotional understanding as well as appropriate communication and language skills</p>	<p><u>Read Write Inc</u></p> <p>Children will continue to follow Read Write Inc according to their individual needs and teachers will pay close attention to identify those that may benefit from additional support such as early morning reading groups or one to one afternoon activities.</p> <p>We would expect a child working at the expected standard for the end of the year to be securely working in yellow group.</p> <p><u>Reading experiences</u> Following the Pie Corbett reading spine (see attached) children will experience a wide range of high quality books and have the opportunity to discuss these in the class to support both their developing understanding and personal responses. In plan, work, recall children will have access to phonically appropriate texts including fiction, non-fiction, poetry and plays to support their subject specific knowledge and skills.</p> <p><u>Storymaker</u></p>	<p><u>Read Write Inc</u></p> <p>Children will continue to follow Read Write Inc until the point that they can confidently demonstrate accuracy and fluency in decoding and comprehension. At this point children join Rainbow group where they will experience a range of increasingly more complex texts focussing on unfamiliar vocabulary and higher order comprehension such as more abstract inference, prediction and making links between texts.</p> <p>We would expect a child working at the expected standard for the end of the year to be working in Rainbow group (off the RWInc scheme)</p> <p><u>Reading experiences</u> Continuing to experience a range of high quality literature through the Pie Corbett year two reading spine children will develop their skills in critical responses considering differing perspectives on texts to gain a deeper understanding. In plan, work, recall children will continue to access texts related to the projects as well as using on line reading resources for</p>

<p>through a wealth of carefully selected stories designed to support a growing awareness of their own feelings and behaviour as well as developing empathy and shaping interactions with others. In the first term at Mudeford Infants children will explore the world of Julia Donaldson books, learning about rhyming stories to support engagement and involvement joining in with predictable phrases. These stories will be brought to life as children further develop their understanding through creating characters of their own based on the story of Stick Man and drawing their own cave paintings following the story of Cave baby. Children will experience stories to support their developing understanding in maths learning about 2d shapes through the stories of Mac Bartlett. Children will be introduced to the concept of fiction and non-fiction during the Celebrations project in Autumn term and from that point during plan, work, recall children will have access to project specific texts both fiction and non-fiction to support their developing understanding and enquiry. In the 'Around the World' project during Spring 2 children will explore stories from around the globe discussing similarities and differences with other stories they have experienced so far.</p> <p>Storymaker Children will begin to learn a range of stories and rhymes by heart through storymaker using actions and images to support retelling. Children will gain a deeper understanding of these stories including using key vocabulary across all areas of learning in the classroom.</p> <p>Autumn 1 Old MacDonald had a farm Silly Soup (Everywhere bear)</p>	<p>Children will build on their repertoire of stories and rhymes from Reception with increasingly more sophisticated texts and beginning to use storymaker to support subject specific learning such as science in English country garden.</p> <p>Autumn 1 Dinosaur rumpus story Dinosaurs come from seeds letter Autumn poetry</p> <p>Autumn 2 Where's my teddy? Christmas story (Christmas making or instrument making instructions)</p> <p>Spring 1 Planet facts Whatever next story</p> <p>Spring 2 Going on a troll hunt story Character descriptions</p> <p>Summer 1 Plants, flowers, minibeasts information texts Hungry caterpillar story</p> <p>Summer 2 Recipe book instruction writing Kitchen sounds poetry</p>	<p>research such as historical research for the Great Fire of London.</p> <p>Storymaker Children will continue to increase their repertoire of texts including having opportunities to select their own texts to review and share with peers and using storymaker to support learning across the curriculum such as retelling The Battle of Mudeford for history.</p> <p>Autumn 1 Funny Bones Christchurch Information leaflets</p> <p>Autumn 2 Firework poem Great Fire of London Information text Snowman story</p> <p>Spring 1 Revoltin' recipe Instructions George's marvellous medicine story</p> <p>Spring 2 Pirate day recount Magic box poem Pirate Story</p> <p>Summer 1 Invented animal descriptions (dragons) Information text Emily and the egg story / Jack and the beanstalk</p> <p>Summer 2 Sound collector poem How to wash a woolly mammoth Instructions Mixed up traditional tales story / Magic paintbrush</p>
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<p>Autumn 2 Firework poetry Jolly Christmas Postman story (five part story building)</p> <p>Spring 1 Experiment instructions No-bot story / 3 little pigs</p> <p>Spring 2 Handa's surprise (innovated to's surprise, local animals)</p> <p>Summer 1 Minibeast descriptions (book – hold a sentence, build a sentence – focus sound for individual groups) Farm recount Little red hen</p> <p>Summer 2 Teddy Bears Picnic Goldilocks</p>		
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Aims of a reader leaving our school

Children will have a developing love of reading for pleasure and feel confident identifying and talking about their likes and dislikes. They will also be able to: read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, appreciate a range of styles and genres of literature and use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

STORYMAKER SUBJECT TO CHANGE FOLLOWING 13TH NOVEMBER INSET

	Once a month	Storymaker	SPaG	Plan Work Recall	Talk for writing	Book diet	Experiences	Vocabulary / washing line
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Aut 1 Fiction								
Aut 1 Non-Fiction or Poetry								