

Mundeford Community Infants School



LONG TERM SUBJECT MAP – READING

Aims of a Reader leaving our school

- Have a developing love of reading and be confident talking about reading likes and dislikes
- Use knowledge of phonics to decode a text and read with a good level of accuracy and fluency
- Use whole word reading strategies for common exception words
- Demonstrate understanding of a text that is read to them as well as one that they have read themselves
- Understand a range of vocabulary including subject specific vocabulary across the curriculum

The National Curriculum says:

EYFS:

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate – where appropriate – key events in stories

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

KS1:

The national curriculum for English aims to ensure that all pupils:

- 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 our rich and varied literary heritage.

The programmes of study consist of 2 dimensions: word reading and 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.

How reading is taught:

- Read Write Inc synthetic phonics program
- Daily class story including using the Pie Corbett reading spine
- Weekly school library visit
- Library events
- Role play and book hooks
- Celebration of home reading
- Book at bedtime
- Summer reading challenges
- Project related reading resources
- Range of borrow a book opportunities

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

Read Write Inc is a stage not age program and children will regularly be assessed to ensure that they remain in a group that supports them to progress. If children are not making expected progress intervention may be considered for additional support. Read, Write Inc is taught every day in Reception and three days a week in KS1. A high quality reading spine is in place to support provision of engaging daily reading to underpin the development of a love for reading, comprehension and vocabulary acquisition.

Themes	Reception Key learning	Year 1 Key learning Prior learning	Year 2 Key learning Prior learning
Word reading	<p>Learn the set 1 and 2 grapheme phoneme correspondences (GPCs)</p> <p>Learn how to blend these sounds in order to read in line with developing knowledge of GPCs</p> <p>Learn to blend silently using Fred in your head</p> <p>Read the red words (common exception): he, we, me, she, be, my, I, is, a, the</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some red (common exception words)</p> <p>We would expect that a child achieving their early learning goal would be securely working within green level.</p>	<p>Learn the set 3 grapheme phoneme correspondences (GPCs)</p> <p>Learn how to blend these sounds to read accurately including multisyllabic (more than one syllable) words</p> <p>Read books that are accurately pitched to developing phonic knowledge with accuracy and fluency using the skill of silent blending (Fred in your head)</p> <p>Read the year one red words (common exception words see NC appendix)</p> <p>Read words with –s, -es, -ing, -ed, -er and –est endings (suffixes)</p> <p>Read words with contractions and understand the apostrophe represents an omitted letter</p> <p>We would expect a child working at the expected standard for the end of the year to be securely working in blue group (exceptionally children in yellow group may demonstrate a sufficient level of achievement)</p>	<p>Learn the grapheme phoneme correspondences (GPCs) from the year two spelling appendix and recognise alternate sounds for graphemes and alternate graphemes for sounds (ie ow can sound like snow or cow and ow may be spelt oa, ow or o-e)</p> <p>Continue to read books that are accurately pitched to developing phonic knowledge accuracy and fluency using the skill of silent blending (Fred in your head)</p> <p>Use phonic knowledge and skills to decode words including multisyllabic and compound words</p> <p>Read words with -ness, -ful, -less, -ly, -tion (suffixes)</p> <p>Read the year two red words (common exception words see NC appendix)</p>

<p>Comprehension</p>	<p>Develop early comprehension skills through exploration of Read Write Inc texts including beginning to anticipate key events in stories through the book hook at the introduction of the book</p> <p>Learn to express opinions based on high quality texts that have been read during whole class storytime including, as appropriate, predicting key events</p> <p>Develop a narrative for independent play (role play) including the retelling of stories, non fiction and poetry in their own words using recently introduced vocabulary</p> <p>Develop an understanding of subject specific vocabulary and use this appropriately</p> <p>Use storymaker as a tool to retell familiar stories by heart</p>	<p>Understand books they are reading and hearing based on background information and vocabulary that has been provided</p> <p>Demonstrate an understanding of texts through written comprehension activities in Read Write Inc following oral comprehension teaching</p> <p>Listen to and express evidence based opinions on high quality texts that have been read during whole class storytime including, as appropriate, predicting key events and making inference</p> <p>Discuss their own experiences in relation to texts they are reading and/or hearing in Read Write Inc and in whole class storytime</p> <p>Use storymaker as a tool to retell familiar stories and poems including key phrases (by heart)</p> <p>Understanding increasingly complex subject specific vocabulary and use this appropriately making connections with known vocabulary</p> <p>Check that text makes sense when reading and self-correct if appropriate</p> <p>Explain their reasons for choosing a particular book to read for pleasure</p>	<p>Listen to, discuss and express evidence based opinions on a wide range of high quality classic and contemporary texts that have been read during whole class storytime or that they have read themselves including, as appropriate, predicting key events and making inferences</p> <p>Discuss key events in sequence and explain how items of information are related</p> <p>Use storymaker as a tool to retell an increasing range of familiar stories, fairy stories, traditional tales and poems including key phrases and with appropriate intonation for meaning (by heart)</p> <p>Understand key features of non-fiction books that are structured in different ways</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Understanding increasingly complex subject specific vocabulary and use this appropriately making connections with known vocabulary</p> <p>Explain their reasons for choosing particular words and phrases as their favourites</p> <p>Understand increasingly complex books they are reading and hearing based on background information and vocabulary that has been provided</p> <p>Understand increasingly complex texts through written comprehension activities in Read Write Inc following oral comprehension teaching</p> <p>Check that increasingly complex text makes sense when reading and self-correct if appropriate</p>
-----------------------------	---	--	--

Class storytime Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Every storytime every year group	READING AS A WRITER – WOW WORD BOARDS FOR WORDS AND PHRASES (GRAMMAR AND SPELLING)					
EYFS	Listening with focus and attention	Answering questions based on texts being read	Vocabulary acquisition	Stories, poems and rhymes for Role play	Predicting key events	Vocabulary acquisition Learn stories, poems and rhymes for Role play
Year One	Discuss own experiences in relation to texts that are being read	Vocabulary acquisition and relate to existing known vocabulary	Listen to and express evidence based opinions on high quality texts that have been read during whole class storytime including	Predict key events based on high quality texts that have been read during whole class storytime	Make inferences based on high quality texts that have been read during whole class storytime	Explain their reasons for choosing a particular book to read for pleasure (or select for whole class storytime)
Year Two	Listen to, discuss and express evidence based opinions on a wide range of high quality classic and contemporary texts that have been read during whole class storytime including predicting key events	Listen to, discuss and express evidence based opinions on a wide range of high quality classic and contemporary texts that have been read during whole class storytime including making inferences	Discuss key events in sequence and explain how items of information are related Explain their reasons for choosing particular words and phrases as their favourites	Recognise simple recurring literary language in stories and poetry	Understand key features of non-fiction books that are structured in different ways	Understanding increasingly complex subject specific vocabulary and use this appropriately making connections with known vocabulary

Reading Spine	Autumn 1	Autumn 2	Spring 1	Spring 1 cntd	Spring 2	Summer 1	Summer 2
EYFS	<p>Has your bucket been filled today?</p> <p>Julia Donaldson Stories (rhyming focus)</p> <p>Golden rule focus books:- Kindness- Sharing a shell The Rainbow Fish Honesty - The boy who cried wolf</p> <p>The day the crayons quit (Primary colours)</p>	<p>The Little Red Hen (Harvest)</p> <p>Little Acorns (E-book)</p> <p>Rama and Sita (online)</p> <p>The Best Diwali Ever</p> <p>Dipals Diwali e-book</p> <p>Kippers birthday</p> <p>The Christmas Story</p>	<p>Castles and knights Fiction – The Knight and the dragon</p> <p>“Knights and dragons unite” (Twinkl)</p> <p>Mr Bump and the Knight</p> <p>Non- fiction – Knights in shining armour by Gail Gibbons</p> <p>“See inside Castles”</p> <p>Kings and Queens The kiss that missed by David Melling</p> <p>Fairy tale – The Frog prince</p> <p>The legend of King Arthur (sword and the stone)</p> <p>Non Fiction – Who is our King Charles?</p>	<p>Dragons and knights Fiction –Zog</p> <p>The dragon and the nibblesome knight</p> <p>Mr Tickle and the dragon</p> <p>Prince and Princesses Princess and the pea</p> <p>Princess smartypants</p> <p>Prince Cinders Princess sugarlump</p> <p>Non fiction – The royal family</p>	<p>Poles Apart by Jeanne Willis</p> <p><i>Lost and Found</i> by Oliver Jeffers</p> <p>Sophie and Sals journey to school (espresso)</p> <p>Handas Surprise</p> <p>The Easter Story</p>	<p>We’re going on a bear hunt</p> <p>Dear Zoo</p> <p>Rosies Farm Farmer Duck</p>	<p>Old Bear stories</p> <p>Each peach pear plum</p> <p>Cinderella</p> <p>The Gingerbread Man</p> <p>Jack and the beanstalk</p> <p>Goldilocks and the three bears</p> <p>Little Red Riding Hood</p> <p>Billys Bucket</p> <p>The Worrysaurus</p>

Year One	<p>We're going on a bear hunt</p> <p>Peace at last</p> <p>Can't you sleep little bear?</p>	<p>Brown Bear (poetry)</p> <p>Dogger</p> <p>Knuffle Bunny</p>	<p>Dear Dinosaur</p> <p>How to grow a dinosaur</p> <p>Harry and his bucket of dinosaurs</p> <p>Elmer</p>		<p>Whatever Next!</p> <p>Lost and Found</p> <p>Where the Wild Things Are</p> <p>Beegu</p> <p>There is nothing faster than a cheetah!</p>	<p>Jack and the Beanstalk</p> <p>Cops and Robbers</p>	<p>Supertato</p> <p>Avocado Baby</p> <p>Tiger who came to tea</p>
Year Two	<p>Not now Bernard</p> <p>Tuesday</p> <p>Gorilla</p> <p>Emily Brown and the thing</p> <p>Frog and Toad together</p> <p>Flat Stanley</p> <p>Willa and old Miss Annie</p>	<p>Treasure Island</p> <p>Meerkat Mail</p>	<p>George's Marvellous Medicine</p> <p>Pumpkin Soup</p> <p>Traction Man is here</p> <p>Gingerbread Man</p> <p>Recipe books</p>		<p>St George and the Dragon</p> <p>Amazing Grace</p> <p>Dick Whittington</p>	<p>The day the crayons quit</p> <p>The dot</p> <p>Draw a line</p> <p>The magic pencil Non fiction books for famous artists</p> <p>Goldilocks</p> <p>Rapunzel</p> <p>Cinderella</p> <p>Billy Goats Gruff</p> <p>Who's afraid of the Big Bad Book</p> <p>Jack and The Beanstalk</p> <p>The Flower</p>	<p>Snail on a whale</p> <p>Dr Xargle's Book of Earthlets</p> <p>Non fiction – giraffes, pelicans and monkeys, foxes</p> <p>The Giraffe, the Pelly and Me</p> <p>Fantastic Mr Fox</p>

PSHE Themed reading	1 Me and my relationships	2 Valuing difference	3 Keeping safe	4 Rights and respect	5 Being my best	6 Growing and changing
R	<p>I'm sticking with you</p> <p>Everybody has feelings (good for all year groups)</p> <p>What if pig</p> <p>Stompysaurus</p>	<p>The same but different too</p>				
Y1	<p>People need people</p> <p>Sometimes I am furious</p> <p>Feeling worried</p> <p>My monster and me</p>	<p>Who are you</p> <p>Having a disability</p> <p>Valentines Guest House</p> <p>I love me (good for all year groups)</p>	<p>Sleep easy</p>			<p>It's my body</p> <p>Today I'm strong</p> <p>Yes you can, cow!</p> <p>A song in the mist</p>
Y2	<p>This tree is just for me</p> <p>Anxiety and self esteem</p> <p>Exploring emotions</p> <p>Mental wellbeing and mindfulness</p> <p>Mindfulness and me</p> <p>Storm Goliath</p>	<p>Our Tower</p> <p>The Queen on our corner</p>	<p>Being safe</p>	<p>Speaks up</p>		

