

# Our Reading Curriculum



# Chandag Infant School

## EYFS

### Reading

#### Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Continues a rhyming string.

- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

### Listening

#### Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

## First hand experiences and pupil offer:

Reading is incorporated into daily teaching, adult interactions and the learning environment in our EYFS setting. Core books and rhymes are established the start of the year by all EYFS team members and then planned into weekly provision. Children enjoy regular story time which is shared and special time, using the whole school approach of reading VIPERS. Helicopter stories allow children to act out and sequence narratives, engaging imaginatively with stories and their content. These shared experiences are the basis for further imaginative play when choosing learning. Daily, whole class phonics sessions provide multisensory opportunities for children to learn phonics in a systematic way, capturing interests and ensuring motivation which then feeds into children's choices during play based learning. Phonics is modelled carefully by adults during weekly 1:1 reading and during whole class phonics and reading time. Children are encouraged to use signs and labels around the environment and have access to phonics resources, rhymes and an engaging reading area to use when they are inspired to do so.

**Year 1 Outcomes**

**Reading**

**Word reading**

- I can apply my phonic knowledge and skills to help me decode words.
- I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- I can read other words of more than one syllable that contain taught GPCs.
- I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.
- I can re-read these books to build up my fluency and confidence in word reading.

**Comprehension**

- I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.
- I can link what I have read or heard read to my own experiences.
- I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- I can recognise and join in with predictable phrases
- I can appreciate rhymes and poems, and recite some by heart.
- I can discuss word meanings, linking new meanings to those I already know.
- I can understand both the books I can already read accurately and fluently and those I listen to by:
  - drawing on what I already know or on background information and vocabulary provided by the teacher.
  - checking that the text makes sense to me as I read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- I can participate in discussion about what is read to me, taking turns and listening to what others say
- I can explain clearly my understanding of what is read to me.

**Year 2 Outcomes**

**Reading**

**Word reading**

- I can apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same graphemes as above.
- I can read words containing common suffixes.
- I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- I can re-read these books to build up my fluency and confidence in word reading.

**Comprehension**

- I can develop pleasure in reading, motivation to read, vocabulary and understanding.
- I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.
- I can discuss the sequence of events in books and how items of information are related.
- I can increase my familiarity with and retelling of a wider range of stories, fairy stories and traditional tales.
- I can recognise that non-fiction books are structured in different ways.
- I can recognise simple recurring literary language in stories and poetry.
- I can discuss and clarifying the meanings of words, linking new meanings to known vocabulary.
- 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 understand both the books that I can already read accurately and fluently and those that I listen to by:
  - drawing on what I already know or on background information and vocabulary provided by the teacher.
  - checking that the text makes sense to me as I read and correcting inaccurate reading.
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - 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
  - explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

# Core Books

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Used for VIPERS and writing hook.	Handa's Surprise So Much The Little Red Hen	The Gingerbread Man Farmer Duck What the Ladybird Heard Owl babies	We're Going On A Bear Hunt Whatever Next Goldilocks and The 3 Bears	The 3 Little Pigs The Day the Crayons Quit. The Day the Crayons Came Back	Jack and The Beanstalk The 3 Billy Goats Gruff Naughty Bus Hundred Decker Bus Someone Swallowed Stanley - Earth Day Text	The Enormous Turnip Not Now Bernard Oliver's Vegetables/Oliver's Fruit Salad
Rhymes of the term	5 currant Buns 5 Little Speckled Frogs 1, 2...Fish Alive Oats and Beans and Barley Grow Old MacDonald 1 Man Went to Mow Che Che Kule	10 Fat Sausages 10 Green Bottles 10 in the Bed 12 Days of Christmas Twinkle Twinkle Little Star	When Goldilocks Went to The House of The Bears The Owl and the Pussy Cat	Baa Baa Black Sheep Humpty Dumpty Sing a song of sixpence	Frere Jacque London's Burning Miss Polly had a Dolly.	The Animals Went in Two by Two Five Little Monkeys – Makaton Version
Year 1	Alfie and the Big Boys Dogger Danny's Picture Leon and Bob The Fox in the Dark Two Homes	Grandma's Bill Alfie's Christmas Lucy and Tom's Christmas The Hare and the Tortoise Smelly Sprouts Mince Spies	Mama Panya's Pancakes Gilbert the Great The Rainbow Fish Alfie Gives a Hand Animal fables by Aesop The North Wind and the Sun	Tales of Trotter Street Alfie Wins a Prize The Growing Story Burglar Bill Cinderella The Three Little Wolves and the Big Bad Pig	Look What I've Got Nothing Ruby The Smartest Giant in Town Hansel and Gretel The Troll	All the Better to See You With The Snail and the Whale Lucy and Tom at the Seaside The Light House Keeper's Lunch Snowy Baby Brains
Year 2	Roald Dahl – Charlie and the Chocolate factory  All Join In  Albert Le Blanc  The Most Marvellous Thing  I am Henry Finch	The Darkest Dark  Here We Are  Beegu  The First Hippo on the Moon  Space Tortoise  Bob's Best Ever Friend  Stick Man	This is Not My Hat  We Found a Hat  I Want My Hat Back  Captain Flynn and the Pirate Dinosaurs – Magic Cutlass  The Day the Crayons Quit  Sydney and the Whale bird	The Owl who was Afraid of the Dark  Sir Charlie Stinky Socks and the Really Frightful Night  Mr Wolf's Pancakes  The Something  The Paper bag Princess  Franklins Flying bookshop	Pipi –Long stocking  The Bear and the Piano  Dinosaurs and All That Rubbish  Flotsam  The Boy Who Cried Wolf  Wind in the Willows	The Slightly Annoying Elephant  Little Mouse's Big Book of Fears  The Enormous Crocodile  Pablo and Jane and the Hot Air Contraption  Leon and the Place In-between
Books recommended and used by SENDCO	<b>Feelings</b>	<b>Changes</b>	<b>Fears</b>	<b>Loneliness and friendship</b>	<b>Bereavement</b>	<b>Families</b>
	Everybody feels . . . happy/sad/angry Feelings – jealous – Sarah Medina How do you feel? – Mandy Stanley Huge bag of Worries – Virginia Ironside I don't want to go to hospital – Tony Ross	Oliver and the Noisy Baby – Bergman/Malland  Rosie and Tortoise – Wild/Brooks	All kinds of fears – Emma Brown John  The owl who was afraid of the dark – Jill Tomlinson  Everybody feels . . . scared	Say Hello – Jack & Michael Foreman  Sylvia and bird – Catherine Rayne  The Lonely Tree – Nicholas Halliday	When Dinosaurs Die – Laurie Krasny Brown/Marc Brown  Heaven – Nicholas Allan  Little Bear's grandad – Nigel Gray/Vanessa Cabban	Dinosaur's Divorce – Brown/Brown  Since Dad Left – Caroline Binch  Understanding Divorce – There For You – Annette Aubrey  The Family Book (incl loss)– Todd Parr

What makes me happy? – C & L Anholt When I'm feeling happy – Trace Morone			When I'm feeling lonely – Trace Moroney	Moonshadow – Gillian Lobel/Karin Littelwood Up in Heaven – Emma Chichester Clare	Seven for a Secret (youth and old age)– Anholt/Coplestone
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## Chandag Infant School Reading Curriculum



**Intent:** Our intent for Reading at Chandag Infant School is to actively promote a love for literature, ensuring that our children are equipped with the key reading skills and experiences that are essential for life. We believe that reading is an important foundation for academic success but also crucial in allowing all children to enter a world of imagination, knowledge, deep thinking and see their world as a place where anything is possible. By the time children leave Chandag Infant School they will have been immersed in a wide range of genres and texts, allowing them to be passionate and skilful readers with a deep, lifelong love for reading. They will be able to independently access texts, articulate their views and opinions with regards to authors, genres and personal reading preferences, mirroring our overarching School and British Values, whilst enhancing each child's cultural capital.

**Implement:** Our curriculum is organised in a progressive way, ensuring full coverage of the statutory National Curriculum 2014, whilst being personalised to the needs of our children and school community. At Chandag we use Read, Write, Inc. as a framework to support the teaching of our daily, discreet, synthetic phonics lessons. In EYFS these lessons are taught whole class with the ethos that 'no child is left behind'. In Key Stage 1 we ensure that this manta is continued and that gaps in children's understanding are addressed, therefore children are fluidly grouped by ability allowing movement for additional support or challenge. This phonic knowledge is then applied as children begin to read texts on their own and start to develop as readers. With the aid of adult modelling and a range of effective and engaging strategies, our children read with a range of adults; the frequency of 1:1 reading depends on age and ability level. All children are provided the opportunity to read a range of colour banded books, carefully matched to their current reading ability and an additional book matched to their current phonic level, allowing for independent and confident application of phonics at home.

Reading VIPERS is used as a whole school approach and shared language for responding to texts and supporting effective comprehension skills. The letters that make up VIPERS are an acronym for 6 key areas of reading: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing. To ensure children leaving EYFS have the tools they need to succeed in Year 1, EYFS staff use VIPERS questioning and language during their whole class Literacy input, having changed some of the technical words for phrases that are more Early Years friendly, eg. (Infer), looking for clues, (Predict), having a guess. Whole class reading is the approach used in KS1 and this has replaced 'Guided Group Reading'. In KS1 this approach means that **all** children are exposed rich texts and are taught the range of reading skills. Reading is taught in engaging and dynamic sessions a minimum of 3 times a week. In Year 1 the children continue to learn in some small group reading activities, planned when the teacher feels it is appropriate to look at a particular reading skill e.g. decoding. We ensure that reading workshops with parents happen during the first term of the new school year to allow parents to understand how we teach these skills in school and how they can help at home. Whilst a systematic approach to Phonics and VIPERS supports our children to learn valuable skills for successful reading, we ensure that children are provided with frequent opportunities to apply and rehearse these skills in a range of contexts. For example, as part of a Visual Literacy unit, reading response activities are used as a stimulus for writing and are crucial to the sequence of lessons building up to an extended piece of writing. Visual VIPERS are used as a 'hook' into the learning at the start of a sequence of writing lessons; children will apply their reading skills when responding to an image, video clip or artefact. In addition to this, teachers ensure that reading is carefully planned in cross curricular ways so that children can apply their reading skills and use them to access the wider curriculum. An example of this would be researching new topics and developing knowledge in Geography and History, reading and picking out key information in a design brief in Design Technology or making sense of a word problem in Maths.

## **We foster a love for reading through a range of strategies that are fundamental in our school:**

- Reading morning, where parents come in to class for 20 minutes to read with their child once a week at the start of the school day.
- In EYFS we have Mystery Readers where parents can nominate themselves to come and be our secret mystery reader and read a story to the class. This has been so successful we will be rolling out across KS1 during 2020.
- All classes have regular and special story times, demonstrating the British Value of democracy when children vote for the story they would like to read.
- We have a successful 'reading buddy scheme' in the summer term where year 5 children from Chandag Juniors pair up with our Year 2's creating a friendship that then helps the Year 2 children's transition to Junior School.
- Book Swap Shop – across all year groups, children bring a book from home that they enjoy, write a review and put it in the swap box so that others in the class can borrow it and enjoy it too.
- EYFS Bedtime Box – a child at a time in the class gets to take home the Bedtime Box that contains a couple of bedtime books, a hot chocolate to share with their grown-up and a notebook for them to write a review of what they thought of the stories, which was their favourite? etc.
- Whole school community focus to help create our new library with new furniture and a range of engaging books, thanks to donations and PTA fundraising.
- PTA Christmas present is a book each year, the genre of this book is decided by the class teachers who know the children and their interests.
- World book day – we have a book fair that runs throughout the week. Last year the staff retold the story The Day the Crayons Quit in a whole school assembly, where each staff member dressed up as one of the coloured crayons and read their letter from the story.
- Encouragement to take part in the summer reading challenge at the local library each summer. Year 2 visit the library as part of their Community explorers' topic.
- Core books - To ensure there is no repetition of books throughout the year groups the staff have mapped out their core books – books that only their year group will use. This bank of core books has been devised by our experienced staff so that all children can experience reading them during their time at our school. We aim to open this process up to parents in 2020 to ensure that the books read reflect our school community. These include famous authors, Traditional Tales and well-loved stories. These books are kept in a special place in the classroom and can be easily accessed by the children. They can be read during story times or used as part of VIPERS lessons.
- Reading Rocketeers – Children and parents are encouraged and supported in reading four or more times a week as part of our 'Reading Rocketeers' Challenge. During awards assembly there is a weekly competition to acknowledge the class who achieved the most Reading Rocketeers that week. We support parents and children who are finding home reading a challenge by providing a space and time to read either before or after school which has been successful in ensuring regular reading for some families.

**Impact: We measure outcomes through** both formative and summative assessments. Through devising desired knowledge, skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, to which inform their short term planning. Annotations on planning, observation notes, photographs, screen shots, alongside reading records in each class, VIPERS files and Guided Reading files are used to evidence impact. Listening to learners is also used as a measure of impact when measuring pupil outcomes. Other assessments that are completed throughout the year – Reading Benchmarking Kit – used during Autumn Term 1 where all children in Year 1 and 2 are Benchmarked to ensure they are all on the correct colour

band reading books. This is then repeated where necessary to ensure clarity across the school. Benchmarking will also be used by EYFS in Summer Term to help form judgements for the Reading ELG for any children who are on the cusp. Year 1 and 2 PIRA tests.