

Bruche Primary School Reading



Curriculum INTENT

EYFS- Y1

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



Bruche Primary School- Reading progression through EYFS
Literacy- Reading/ Communication and Language/ Expressive Arts and Design

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG - Comprehension

- Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary
- Anticipate, where appropriate, key events in stories
- Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

Word Reading

- Say a sound of each letter in the alphabet & at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
Nursery Skills	<ul style="list-style-type: none"> Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing Count or clap syllables in a word Recognise words with the same initial sound Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> Shows interest in illustrations and words in print and digital books and words in the environment Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Be able to talk about familiar stories & tell a long story 	<ul style="list-style-type: none"> Spot & suggest rhymes Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories Sing a large repertoire of songs 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> Beginning to understand why and how questions Uses talk to explain what is happening 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Be able to express a point of view & to debate when they disagree

Nursery Knowledge	Autumn All about me/ Families	Spring Traditional Tales/ Growth and Change	Summer Adrfit/ Chester Zoo
	Can point to the words and the pictures in a book. Tracks print with their fingers. Can join in with the repeating refrains in the text 'Brown Bear Brown Bear', 'Polar Bear, Polar Bear' and 'Owl Babies' Can sequence a story using visual images. Can continue a rhyme and match rhyming words together Listen to stories and answer simple questions.	Can orally segment and blend CVC words Can group words/objects with the same initial sounds Can read their name Can sequence events from familiar traditional tales Can name the characters and differentiate between good and bad characters Can use the words 'beginning', 'middle' and 'end' to describe story structure. Can answer 'who', 'what' and 'why' questions.	Can predict what might happen next in stories Understands the key part of a book- Title, spine, front cover, back cover, blurb. Can clap and count syllables with 2,3,4 syllable words. Can read an unfamiliar text independently by the use of images. Can read and match CVC words to images Can read all single set 1 sounds (RWInc) Can read a phonic book based on current phonic knowledge.

Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.

Bruche Primary School- Reading progression through EYFS
Literacy- Reading/ Communication and Language/ Expressive Arts and Design



Active Learning - Motivation	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG Comprehension

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Word Reading

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Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
Reception Skills	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound & say sounds for them Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	<ul style="list-style-type: none"> Enjoys an increasing range of print & digital books, both fiction and non-fiction Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> Re-enacts and reinvents stories / poems they have heard in their play Beginning to understand humour, e.g. nonsense rhymes Uses combinations of art forms, e.g. moving and singing, making and dramatic play 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> Is able to recall & discuss stories or information that has been read to them, or they have read themselves Listens & responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how Links statements & sticks to a main theme or intention

Reception Knowledge	Autumn All about me/ Families and celebrations	Spring Up and Down/ Growth and Change	Summer 1 Houses and Homes- Adffit/ Chester Zoo
	<p>To be able to read all of the set 1 and set 2 sounds from RWInc Can read CVC words that match their phonetic ability\ Can read. Arnage of HF words matched to phonic ability Can describe a setting and a character within a story. Can re-enact a story using puppets to take on the role. Can give their opinion on a story and make a prediction about what might happen next.</p>	<p>Can find the correct page in a book by following the contents page. Understands the difference between fiction and non-fiction text. Can read simple sentences Can match captions to pictures. Can read an increasing range of HF words Can sequence a story into beginning, middle and end.</p>	<p>Can read a range of nonsense words, matched t phonic sounds. Are secure up to set 3 of RWInc sounds. Can read aloud simple sentences by decoding phonetically regular words and sight ready HF words. Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read.</p>

Word Reading	Comprehension
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Bruche Primary School- Reading progression INTO year One
National Curriculum: English Programme of Study
Reading- Word Reading and Comprehensions

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
YEAR 1	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters /groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multi-syllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts 	<ul style="list-style-type: none"> •Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •Being encouraged to link what they read or hear to their own experiences 	<ul style="list-style-type: none"> •Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics •Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> •Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> •Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> •Drawing on what they already know or on background information and vocabulary provided by the teacher •Checking that the text makes sense to them as they 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 	<ul style="list-style-type: none"> •Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •Participate in discussion about what is read to them, taking turns and listening to what others say •Explain clearly their understanding of what is read to them

Word Reading	Comprehension
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