




READING CURRICULUM



		Successful lifelong learners who love learning, make progress and achieve Confident individuals who are able to live safe, happy and active lives Responsible citizens who make a positive contribution to their community			
At Maple we believe that reading holds the key to a child's lifelong success and it is at the heart of everything that we do. Through our teaching of reading and the exposure to high quality texts our pupils immerse themselves into an abundance of unknown, creative, thought-provoking and inspiring realms. Supported by their ongoing phonological understanding, our pupils grow in independence as readers through confidently decoding a range of texts. Their understanding is supported by constant talk surrounding what we read and by making links to the children's own experiences as well as the fascinating world around them. We want children at Maple to be life-long lovers of reading who are excited and inspired by texts. Exposure to a broad range of vocabulary supports their communication skills, enabling them to feel empowered as learners. Throughout our curriculum, reading is embedded across all subjects enabling our pupils to become knowledgeable, literate and ambitious learners.					
Skills		Nursery	Reception	Year 1	Year 2
Word Reading	Decoding through Phonics and Common Exception Words	I enjoy rhyming activities. I can listen for rhymes in stories, poems or songs that are read to me. I have learnt some sounds through Little Wandle Foundations for Phonics.	I can continue a rhyming string I know that sounds are represented by graphemes Using the sounds that I know, I can sound out a word then blend these sounds together to decode the word I can read some common irregular words I can read at least 10 digraphs	I can use phonics to decode unknown words I can identify all graphemes in words. I can read accurately by blending the sounds in words I can read accurately most words of two or more syllables I can blend to read words in my head. I can read most words containing common suffixes (-s, -es, -ing, -ed, -er, -est) I can read words with contractions and understand that the apostrophe represents omitted letters. I can read the Year One common exception words I can notice any unusual correspondences between spelling and sounds in these words	I can apply phonic knowledge and skills to decode unknown words I can read accurately by blending the sounds in words, especially alternative sounds for graphemes I can read accurately words of two or more syllables I can read most words containing common suffixes I can read most words quickly and accurately when they have been frequently encountered I can read most of the Year One <u>and</u> Year Two common exception words I can notice any unusual correspondences between spelling and sounds and where these occur in a word.
	Fluency and Prosody	I am interested in illustrations, prints and logos around me I can recognise familiar words such as my own name I can join in with repeated refrains in familiar stories I enjoy listening to the same story more than once.	I know that written marks mean something I know that speech can be broken down into words I can read words and simple sentences I am beginning to read with prosody I can learn and recite many poems from memory	I can read texts that match the phonics that I know in order to decode these independently I can reread texts to improve my fluency and confidence I can use prosody (rhythm, stress, intonation, voice) when reading. I show an awareness of punctuation when reading.	I can read words accurately at an age-appropriate pace (i.e. over 90 words per minute) I can read aloud fluently, using prosody, a book closely matched to my improving phonic knowledge I can reread texts to develop my fluency and confidence in word reading
Reading Comprehension	Reading for Pleasure Listening to and discussing texts	I enjoy listening to stories and paying attention to these I can recall some information from the text I can talk about the settings, characters and events I can join in with repeated phrases from my favourite stories.	I enjoy listening to an increasing range of books I can respond to a story through comments, questions or actions I can talk about what I have read with somebody else I can choose my own reading for pleasure book by looking at the pictures on the cover and talking about why I might like the story. I can share my ideas about what I like about a story.	I enjoy listening to and discussing a wide range of texts that somebody else reads to me I can participate in discussions about what is read to me, taking turns and listening to what others say I can explain my understanding of what is read to me I can make links between what I read or have read to me with experiences of my own I can retell familiar stories with increasing detail I can recognise and join in with familiar phrases I can discuss the title, events, characters and settings I can explain my reasons for choosing my reading for pleasure book	I enjoy listening to a variety of texts being read to me and can share my views about these (including contemporary and classic poetry, stories and non-fiction) I can explain and discuss my understanding of books, poems and other material I am familiar with and can retell an increasing amount of stories I can discuss the sequence of events in a book and how information is linked I can ask and answer questions about a text I can make links between different texts I can choose my own reading for pleasure books based on my choices as a reader
	Understanding what I read and self-correcting any inaccuracies	I know that print means something I know that we read from left to right and can watch adults do this when they read to me	I can identify funny/humorous parts of a story e.g. jokes or nonsense rhymes I can share why I think this is funny I can self-correct if I make a mistake when blending sounds I can use the pictures to help me make sense of what I am reading	I can point to each word as I read. I can check that what I read makes sense. I can self-correct if I miss out a word or read it aloud incorrectly I can use the pictures to help me make sense of what I am reading I can draw on what I already know or on background information and vocabulary provided by my teacher	I can link what I already know about a text/topic to what I am reading or hearing being read I can check that a text makes sense to me as I read and correct inaccurate reading I can use what I already know from the text to help me make sense of what I am reading
	Vocabulary	I can learn new vocabulary from a range of stories, songs, poems and texts I can use this new language through play and talking	I can begin to group vocabulary e.g "All of the animals are sleeping peacefully" rather than naming the animals individually I can use new vocabulary that I learn from texts that I have read or heard being read I can discuss the meaning of new words I can ask what a word means if I am unsure of the meaning	I can discuss the meaning of new words I can make links between known words and any new words	I can talk about and clarify new word meanings I can make links between words and their meanings I can discuss and use some of my favourite words and phrases



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	Inference and Prediction	I can think about how a story might end I can talk about how a character is feeling and think about why I can link the title to the events of the story	I can think about and/or discuss 'how' and 'why' questions posed to me I can consider what might happen 'next' in a story I can share what I like about the text and why I can talk about what I have read or what I have heard read to me.	I can start to make simple inferences on the bases of what is said and done I can predict what might happen on the bases of what has been read so far	I can consider what has been said or done to inform my inferences I can make predictions and begin to justify my ideas on the basis of what has been read so far
	Poetry and Performance	I enjoy listening to and joining in with known stories or poems I can recall repeated refrains I can perform stories with some expression	I can act out a narrative with others I can express myself through using my voice, actions and facial expressions I can recall known poems, rhymes, stories or well-known phrases from a text I can recite a selection of poems from memory	I can recite simple poems by heart I can begin to use my voice with rhythm when performing a story or poem	I can continue to learn and recall more poems I can use my voice effectively when performing poems I can share what some of my favourite poems are and tell you why I like them
	Structure and Organisation	I know that the words on a page are telling me something I can watch others and follow reading left to right I can turn the page to find out more	I can read from left to right when I read independently I know that there are lots of different things to read in our world I know that I can find out new information from books (non-fiction, recipes, maps, leaflets, posters...)	I can identify different genres of texts I know the different parts of a non-fiction text I can use the different parts of a non-fiction text to help me find out and locate new information (e.g. contents)	I can begin to consider what genres of text I enjoy reading/hearing I know that some non-fiction books can look different to others I can discuss how non-fiction books can be structured in different ways