



Key Stage One Reading Curriculum

Context

Early Years and Key Stage One reading is the bedrock on which all further learning is built. Phonic lessons are taught through Little Wandle. With Children assessed to match their correct phase level. In Year 1 There are Phonics lessons every day for 20-30 minutes. Monday to Thursday new sounds are introduced. Friday is review day. Reading lessons are three times a week for 20-30 minutes.

The expectation will be that by Year 2, children will be past Phase 5. In Year 2 We have Guided Reading. This is where each table of children will have a different activity. For example, one table could be reading with a teacher, another practising their phonics with an additional adult, one could be having comprehension and one table could be doing a different reading activity. (We have a bank of these in our shared on-line resources). These will be at least 30 minutes long. The levels will correspond to their reading ability, using the Big Cat Colour-coded as a guide.

Year 1 Reading Curriculum

A Good Year 1 Reader

In Year 1, children should build on work from the Early Years Foundation Stage, making sure that they can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. They should continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, children would have further developed the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

A good Year 1 reader will be able to share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. In discussing these, their oracy level will have increased. Pupils should be able to read words without overt sounding and blending after a few

encounters.

National Curriculum Coverage

Reading – word reading

Statutory requirements

Pupils should be taught to:

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

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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 read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - 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
 - predicting what might happen on the basis of what has been read so far
- 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.

Little Wandle Phonic Overview

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

Year 2 Reading Curriculum

A Good Year 2 Reader

In year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. Children will be refining their accurate and speedy word reading skills. A good Year 2 reader will be able to discuss a wide range of stories, poems, plays and information books; this should include whole books. They will be able to answer question on the text, and be building their reading comprehension skills.

National Curriculum Coverage

Reading – word reading

Statutory requirements

Pupils should be taught to:

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

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - 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
 - 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 them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Children will be given books which progress their learning, in a sequence, following along the lines of the Big Cat Colour-Coded books.

Turquoise/ Band 7	<ul style="list-style-type: none"> • Extract meaning from the text while reading with less dependence on illustrations. • Use punctuation and text layout to read with expression and control. • Sustain reading through longer sentence structures and paragraphs. • Tackle a higher ratio of complex words with known vocabulary, phonics and syllables. • Monitor own reading, checking and self-correcting while considering text meaning. • Navigate around texts such as indexes, glossaries, and dictionaries. 	<ul style="list-style-type: none"> • More extended descriptions and use of literary phrasing. • More print, more illustrations and layout with elaborated episodes and events. • More unusual and challenging vocabulary, particularly in non-fiction. • Illustrations provide a lower level of support in fictional texts, and include graphs, maps, and diagrams in non-fiction. • Non-fiction texts contain longer, more formal sentences. Some repeated terms. 	24pp	Approximate word count 300-500
Purple/Band 8	<ul style="list-style-type: none"> • Adapt to a variety of fiction, non-fiction and poetry with growing independence. • Read silently and rapidly. Use punctuation to keep track of longer sentences. • Solve most unfamiliar words by blending less common digraphs and recognising alternative spellings to read longer and more complex words. Predict content/layout/story development. • Take more conscious account of literary effects and the formal language of non-fiction. • Begin to consciously use reading to extend speaking, writing, vocabulary and syntax. 	<ul style="list-style-type: none"> • Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated. • Storyline may be more involved and reflect the feelings of the writer. • Some books with short chapters for more sustained reading. • Characters are more distinctive and rounded than at earlier levels. • Non-fiction texts cover an increasing curriculum range and different text formats. • Alphabetically ordered texts, i.e. dictionaries and simple encyclopedias, glossaries, indexes. 	24pp	Approximate word count 500-750
Gold/Band 9	As Purple, but offering slightly more challenge.	As Purple, but offering slightly more challenge.	24pp	Approximate word count 700-900
White/Band 10	<ul style="list-style-type: none"> • Read silently, sustaining interest in longer text, returning to it easily later. • Use text more fully as a reference and as a model, and find information in texts more flexibly. • Notice the spelling of unfamiliar words and relate to known words. • Show increased awareness of vocabulary and precise meaning. • Express reasoned opinions and interpretations about what is read, and compare texts. 	<ul style="list-style-type: none"> • Storyline or theme sustained over a longer period of time with chapters or subsections. • Sentence structures may be longer, with more subordinate phrases or clauses. • Characters may be more fully developed with more than one point of view expressed. • Information/action implied, not spelled out. May contain more metaphorical or technical language. • Non-fiction texts in a broader context and include more detailed information. 	32pp	Approximate word count 1200
White Plus/ Band 10+	As White, but offering more challenge for pupils that are ready for higher reading levels.	As White, but with longer texts and more complex plot structures.	48pp	Approximate word count 1200
Lime/Band 11	<ul style="list-style-type: none"> • Recognise text type and predict general content, returning easily to them after a break. • Read silently, adjusting speed to suit material and monitoring the meaning. • Rerun to make different interpretations of dialogue, complex sentences etc. • Make use of blurbs, glossaries, and indexes to locate information quickly and accurately. • Express reasoned opinions about what is read, and compare texts. • Sustain meaning over many phrases for comprehension due to complex sentences. 	<ul style="list-style-type: none"> • Storyline or theme may be sustained over a longer period of time with chapters or subsections. • More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings. • Widening range of layout, genre, and writing style. • More metaphorical or technical language. • More technical vocabulary not supported directly by illustrations. 	32pp	Approximate word count 1500
Lime Plus/ Band 11+	As Lime, but offering more challenge for pupils that are ready for higher reading levels.	As Lime, but with longer texts and more complex plot structures.	48pp	Approximate word count 1500