
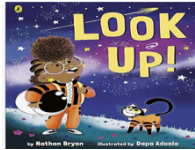
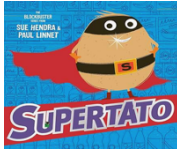
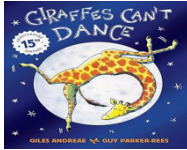

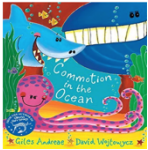




Early Reading Curriculum Map



Nursery:

	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Core text						
Phonics focus sounds	Formal teaching of reading is not taught until the summer term. Teachers use stories and book talk throughout the EYFS to build pupils' imagination, vocabulary, and love of reading. Teachers develop knowledge, understanding and strategies to create a culture of reading for pleasure that begins in the EYFS and is fostered throughout the children's schooling.				Teach: m a s d t i n p g o (and set 1 as applicable) Blend sounds into words orally. Assisted blending.	
Progress Checkpoint	<ul style="list-style-type: none"> * Discuss books they enjoy. * Discuss favourite characters. * Join in with reciting poems and rhymes. * Retell key events. 		<ul style="list-style-type: none"> * Use learned vocabulary from stories in role-play. * Retell familiar stories and narratives. * Make predictions and anticipate key events. 	<ul style="list-style-type: none"> *Have an understanding of various text genres. *Understand print relays meaning. *Recognise print in the learning environment 		<ul style="list-style-type: none"> *Read 10 sounds *Blend sounds into words orally.
NC	<ul style="list-style-type: none"> *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. 				Read words consistent with their phonic knowledge by sound blending.	

*Core texts are subject to change



Early Reading Curriculum Map



Reception:

	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Core texts						
Phonics						
Phonics focus sounds	Teach: m a s d t i n p g o c k u b f e l h r j v y w z x Blend sounds into words orally. Assisted blending.	Teach: sh th ch qu ng nk ck Independent blending (green word cards)	Teach: Ditty Sheets Consolidate: set 1 sounds	Teach: Ditty Storybooks Consolidate: set 1 sounds	Teach: Green Storybooks Consolidate: set 1 sounds and ck	Teach: Purple Storybooks Teach: ay ee igh ow oo oo wh
Common Exception words			l, of, my, to, the	l, of, my, to, the	l, of, my, to, the your, said, he, are no	l, of, my, to, the your, said, he, are no me, go, he, baby, you, put
Progress Checkpoint	Read 26+ sounds. Blend sounds into words orally. 1:1 assessment.	Read all Set 1 single-letter sounds speedily. Read Word Time 1.1 to 1.4 words with Fred Talk. 1:1 assessment.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read all Set 1 Sounds	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk. Read 3 and 4 sound nonsense words with Fred Talk.	Read Word Time 1.6 and 1.7 Phonics Green Words speedily. 1:1 assessment.	Read the first six Set 2 sounds - ay ee igh ow oo oo speedily. 1:1 assessment



Early Reading Curriculum Map



			speedily including Special Friends. Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk). 1:1 assessment	1:1 assessment		
NC	Apply phonic knowledge and skills as the route to decode words Develop pleasure in reading Predict what might happen on the basis of what has been read so far.	Develop pleasure in reading and motivation to read. Recognise and join in with predictable phrases.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done.	Read books aloud, accurately that are consistent with their developing phonic knowledge. Develop pleasure in reading, and motivation to read.	Become very familiar with key stories, fairy stories and traditional tales.	Develop pleasure in reading, motivation to read, vocabulary and understanding. Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

*Core texts are subject to change



Early Reading Curriculum Map



Year 1:

	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Core texts						
Phonics						
Phonics focus sounds	Teach: ar or air ir ou oy	Teach: ea oi a-e i-e o-e u-e aw are	Teach: ur er ow ai oa ew ire ear ure	Teach additional sounds: ue ie au e-e kn ph	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps
Common Exception Words	the, of, to, I, my, me, go he, baby, said, are, you, your, he, put, any, other, two, one	all, my, the, like, I've, want, you, call, we, be, no, her, are, of, me, said, he, she, to, washing, some, be, there, so, put	what, they, do, said, you, the, me, be, want, my, go, he, no, old, are, we, so, was, be, of, all, put, she	one, saw, to, go, the, all, was, some, she, be, he, they, watch, watches, me, put, said, my, want you, school, are, of, small, do, by, wall, there, what, your, who, tall, call, brother, I'm, I've, there, any, fall, were	one, saw, to, go, the, all, was, some, she, be, he, they, watch, watches, me, put, said, my, want you, school, are, of, small, do, by, wall, there, what, your, who, tall, call, brother, I'm, I've, there, any, fall, were	all, there, said, could, they, would, want, their, watch, some, anyone, over, who, does, school, through, once, here, son, you're, here, why, brother, were, humans, whole, what, was, small, tall
Progress Checkpoint	Read these sounds in Phonics Green and nonsense words with Fred Talk. Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily. 1:1 assessment.	Read all Set 2 Sounds speedily. Read these sounds in Phonics Green and nonsense words with Fred Talk. Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily.	Read Set 2 Sounds in nonsense words. Read Word Time 1.6, 1.7 and Set 2 Phonics green Words speedily. 1:1 assessment.	1:1 assessment. NTS Assessment.	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily. Read these sounds in Phonics Green Words and nonsense words. 1:1 assessment.	Read a passage at 60-70 words per minute, attempting intonation to show comprehension. 1:1 assessment. NTS Assessment.



Early Reading Curriculum Map



		1:1 assessment. NTS Assessment.				
NC	Apply phonic knowledge and skills as the route to decode words. Being encouraged to link what they read or hear read to their own experiences. Make inferences on the basis of what is being said.	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 accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Re-read these books to build up their fluency and confidence in word reading. Read other words of more than one syllable that contain taught GPCs. Discussing word meanings, linking new meanings to those already known.

*Core texts are subject to change



Early Reading Curriculum Map



Year 2:

	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Core texts						
Phonics				In groups where necessary		
Phonics focus sounds	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps
Common Exception Words	any, other, two, one, all there, said, could, they, would, want, their, watch, some, anyone, over, who, does, school, through, once, here, son, you're, here, why, brother, were, humans, whole, what, was, small, tall					
Progress Checkpoint	1:1 assessment.	Read all Set 3 Sounds speedily. Read Set 3 Sounds in Phonics Green Words and nonsense words. Read a passage at 70-80 words per minute, attempting intonation to show comprehension 1:1 assessment. NTS Assessment.	1:1 assessment.	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily. Read a passage at 80-90+ words per minute with intonation that shows some comprehension. NTS Assessment.	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily. Read a passage at 80-90+ words per minute with intonation that shows some comprehension. 1:1 assessment.	End of Key Stage Assessment
NC	Checking that the text makes sense to them as they read and correcting inaccurate reading Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Being introduced to nonfiction books that are structured in different ways.					



Early Reading Curriculum Map



Answering and asking questions.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Recognising simple recurring literary language in stories and poetry.

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

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.

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word