



Reading Curriculum Map

INTENT

At Hoyle Court Primary School we see reading as an essential life skill that leads to improved life chances. Reading underpins access to the entire curriculum and impacts on all learning and life. It is therefore integral to our whole school programmes of study. We know reading is fundamental to functioning within society and it develops the mind allowing us to discover new things and share ideas. Reading develops our imagination and creativity: vital skills for the world of work and leisure.

Therefore, we aim to:

- Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.
- Provide children with necessary life-long skills to ensure they can read confidently, fluently and with a secure understanding.
- Build a community of engaged readers who turn to reading for meaning and pleasure.
- Provide plenty of opportunities to read for pleasure.
- Ensure reading is a transferable skill and that children are reading across the wider curriculum.
- Develop a consistent approach to teaching reading in order to close any gaps and to target the highest number of children attaining the expected standard or higher.

Mary McLeod Bethune, "The whole world opened to me when I learned to read."

IMPLEMENTATION

At Hoyle Court we deliver consistent high-quality reading provision encompassing phonics, fluency and comprehension leading to confident readers who read for meaning and pleasure.

We will teach:

- ✓ Phonics through the consistent and systematic implementation of 'Little Wandle Letters and Sounds Revised'.
- ✓ Fluency through the implementation of 'Little Wandle fluency'.
- ✓ Comprehension through the consistent implementation of VIPERS skills.

A Hoyle Court phonics lesson will include:

- ✓ Consistent and systematic adherence to the 'Little Wandle Letters and Sounds Revised' lesson templates, resources and planning.

A Hoyle Court fluency lesson will include:

- ✓ A vocabulary focus.
- ✓ Reading aloud of a chapter from a 'Little Wandle' fluency book.
- ✓ Echo reading or oral repeated reading to develop prosody, accuracy and/or automaticity.
- ✓ Brief discussion of the relevant chapter of the text.

A Hoyle Court reading lesson will include:

- ✓ A clear learning outcome linked to the domains of reading.
- ✓ A vocabulary focus, where appropriate.
- ✓ Reading and/or analysis of an extract from a text on our reading spine.
- ✓ Elements of text discussion, annotating text, visualising from text, highlighting text evidence or vocabulary, text mapping, vocabulary analysis, questioning and summarising.
- ✓ Scaffolded tasks linked to the text or skill being taught to ensure access for all.

EYFS

In nursery, each half term four core texts are read and a traditional tale. Provision is linked to the books so that children become familiar with retelling stories. Phonics is taught daily in 3-4s nursery room (Squirrels) in small groups. An adult shares a book with every child in the reading area at least once a week. Children take home books for the nursery library. Singing and rhyme time occurs daily in nursery.

In reception, core texts (from our reading spine) are re-read daily for familiarity. Vocabulary rich discussions, back and forth talk, comprehension and talk for writing are incorporated regularly. Books are topic based and often link to the areas of provision. Phonics is taught daily from day one and group reading – using decodable books closely matched to the children’s phonics level - occurs three times per week. Every child is read with individually at least twice per week. Singing and rhyme time occurs daily.

Year 1

In year 1, phonics is taught daily and group reading – using decodable books closely matched to the children’s phonics level - occurs three times per week. Group reading also introduces elements of VIPERS including vocabulary discussions and retrieval. Singing is also promoted in year 1 and occurs regularly throughout the week. Rainbow words are taught daily. Every child is read with individually at least once per week.

Year 2

In year 2, phonics continues for the autumn term and beyond for those who require it. Fluency begins in Autumn 2 for children who are ready. There are three fluency lessons per week, this follows the Little Wandle fluency scheme. VIPERS comprehension lessons occur twice per week.

LKS2

In Lower Key Stage 2, there are three ‘Little Wandle’ fluency lessons per week. Whole class VIPERS lessons occur twice per week using texts from our reading spine. Year group VIPERS skills are detailed within our skills progression grids. In KS2, phonics teaching is continued as necessary.

UKS2

In Upper Key Stage Two, whole class VIPERS lessons occur daily including at least one weekly fluency lesson using texts from our reading spine. Year group VIPERS skills are detailed within our skills progression grids. In KS2, phonics teaching is continued as necessary.

Every teacher reads to their class daily. Every child takes home a decodable book (based on coloured book bands) and a library book to read. Every child also has access to our wonderful school library and class libraries. Nursery have their own lending library. Adult books are made available for parents and carers in the school foyer.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication and Language	Vocabulary					
<p>Listening, attention and understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - discussing word meanings, linking new meanings to those already known. - drawing on what they already know or on background information and vocabulary provided by the teacher. 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - recognising and joining in with simple recurring literary language in stories and poetry. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. -use dictionaries to check the meaning of words that they have read. -discuss words and phrases that capture the reader’s interest and imagination. - explain the meaning of words in context. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. -use dictionaries to check the meaning of words that they have read. -discuss words and phrases that capture the reader’s interest and imagination. - explain the meaning of words in context. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. -check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -identify how the language contributes to the meaning. -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. -check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -identify how the language contributes to the meaning. -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Communication and Language	Inference					

<p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences. 	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - making inferences on the basis of what is being said and done. - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - making inferences on the basis of what is being said and done. - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -provide reasoned justifications for their views. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -provide reasoned justifications for their views.
Prediction						
<p>Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Understand both the books they can already read accurately and fluently and those they listen to by: - predicting what might happen on the basis of what has been read so far. -Develop pleasure in reading, motivation to read, vocabulary and understanding by: - recognising and joining in with predictable phrases. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Understand both the books they can already read accurately and fluently and those they listen to by: - predicting what might happen on the basis of what has been read so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -predict what might happen from details stated and implied. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -predict what might happen from details stated and implied. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -predict what might happen from details stated and implied. -provide reasoned justifications for their views. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -predict what might happen from details stated and implied. -provide reasoned justifications for their views.
Explanation						
<p>Understanding of the world</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -explain clearly their understanding of what is read to them. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. -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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and explain how language, structure, and presentation contribute to meaning. -Identify/explain how information/narrative content is related and contributes to the meaning as a whole. -Identify/explain how meaning is enhanced through choice of words and phrases. -Make comparisons within the text. -Participate in book discussion about both books that are read to them and those they can read themselves 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and explain how language, structure, and presentation contribute to meaning. -Identify/explain how information/narrative content is related and contributes to the meaning as a whole. -Identify/explain how meaning is enhanced through choice of words and phrases. -Make comparisons within the text. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and explain how language, structure, and presentation contribute to meaning. -Identify/explain how information/narrative content is related and contributes to the meaning as a whole. -Identify/explain how meaning is enhanced through choice of words and phrases. -Make comparisons within and across books. -explain and discuss their understanding of what they have read, including through 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and explain how language, structure, and presentation contribute to meaning. -Identify/explain how information/narrative content is related and contributes to the meaning as a whole. -Identify/explain how meaning is enhanced through choice of words and phrases. -Make comparisons within and across books. -explain and discuss their understanding of what they have read, including through

<p>fiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on what has been read in class.</p>					<p>formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> -provide reasoned justifications for their views. -recommending books that they have read to their peers, giving reasons for their choices - in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	<p>formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> -provide reasoned justifications for their views. -recommending books that they have read to their peers, giving reasons for their choices - in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
<p><u>Expressive Arts and Design</u></p>	<p><u>Retrieval</u></p>					
<p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> -answering and asking questions 	<p>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> -answering and asking questions. -Checking that the text makes sense to them as they read. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -ask questions to improve their understanding of a text. - retrieve and record information from non-fiction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -ask questions to improve their understanding of a text. - retrieve and record information from non-fiction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -distinguish between statements of fact and opinion. - retrieve, record and present information from non-fiction. -ask questions to improve their understanding. -Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -distinguish between statements of fact and opinion. - retrieve, record and present information from non-fiction. -ask questions to improve their understanding. -Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
<p><u>Literacy comprehension</u></p>	<p><u>Sequence/Summarise</u></p>					
<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, nonfiction, rhymes and poems and during role play. 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - discussing the significance of the title and events. 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify main ideas drawn from more than one paragraph and summarise these. -identify themes in a wide range of books. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify main ideas drawn from more than one paragraph and summarise these. -identify themes in a wide range of books. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -identifying and discussing themes and conventions in and across a wide range of writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -identifying and discussing themes and conventions in and across a wide range of writing.

Literacy: word reading	Fluency					
<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> - 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. -checking that the text makes sense to them as they read and correcting inaccurate reading. -Learning to appreciate rhymes and poems and to recite some by heart. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - 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. -Continuing to build up a repertoire of poems learned by heart and reciting some of these with appropriate intonation to make meaning clear. -Self-correct inaccurate reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes to read aloud. -read aloud and to perform, showing understanding through intonation, tone, volume and action -understand what they read in books they can read independently, by checking that the text makes sense to them. -Preparing poems and play scripts to read aloud and to perform. -Reading books that are structured in different ways and reading for a range of purposes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes to read aloud. -read aloud and to perform, showing understanding through intonation, tone, volume and action - understand what they read in books they can read independently, by checking that the text makes sense to them. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -learn a wider range of poetry by heart. -prepare poems and plays to read aloud and to perform. -show understanding through intonation, tone and volume so that the meaning is clear to an audience. -read books that are structured in different ways and for a range of purposes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -learn a wider range of poetry by heart. -prepare poems and plays to read aloud and to perform. -show understanding through intonation, tone and volume so that the meaning is clear to an audience. -read books that are structured in different ways and for a range of purposes.

IMPACT

By the time our children leave our school they will:

- ✓ Have listened to and engaged with a range of high-quality texts and authors.
- ✓ Transition to secondary school confidently as their essential reading skills are at an expected level.
- ✓ Read for meaning and for pleasure.
- ✓ Be able to discuss their own personal book and author preferences.
- ✓ Read in other subject areas, enhancing their reading skills and knowledge of the world.
- ✓ See themselves as a confident reader who can engage in our culture and society.