



Subject Curriculum Map and Rationale

Reading

Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately 	<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 and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Comprehension</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>Word Reading</p> <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. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

EYFS Long Term Plan Autumn

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be



EYFS Long Term Plan Spring

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	



EYF5 Long Term Plan Summer

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Reception Summer 2

	Phase 4	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root word ending in: -er, -est longer words	



Year 1 Long Term Plan Autumn 1

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	



Year 1 Long Term Plan Autumn 2

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	



Year 1 Long Term Plan Spring 1

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	



Year 1 Long Term Plan Spring 2

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	



Year 1 Long Term Plan Summer 1

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	



Year 1 Long Term Plan Summer 2

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	



Year 2 Long Term Plan

1a	1b	1c	1d	1e
Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far



In Year 2, children continue group reading, however as children move away from Phonic teaching, they begin reading age appropriate texts and complete independent activities based on the book they are reading. Teacher questioning and independent questions are derived from Key Stage 1 content domains to prepare them for questioning in end of key stage statutory tests. Children who require additional support in phonics and reading continue Little Wandle catch up and Big Cat decodable texts.

Key Stage 2 Long Term Plan

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context	Retrieve and record information/identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole	Identify/explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text.



In Key Stage 2, children move away from group reading and progress into whole class reading to develop independence in reading and class discussion of texts to prepare them for end of key stage statutory tests and to get them "secondary ready". Teacher questioning and independent questions are derived from Key Stage 2 content domains. Children who require intervention in reading, take part in Project X Code before moving on to Comprehension Express.

Reading Rationale

At Guardian Angels, we intend to create confident readers, who have the ability to develop deep and true understanding of what they read alongside fluency of reading. Children will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and engender a genuine love of reading and a keen interest in a range of texts - inspiring them to become life-long readers who enjoy books and have a desire to read for pleasure.

We are very clear about being ambitious in all year groups and the programme is designed to support children with reading fluency, enjoyment and understanding of language, reading for pleasure and to facilitate confident writers, who can write for a variety of purposes.

The school's reading progression map clearly outlines the stages in a child's reading journey using the National Curriculum Programme of Study Progression maps. Weekly sessions are designed to embed the reading skills and build on children's vocabulary, comprehension and reading fluency skills.

A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. Pre-teaching and same day intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning. At Guardian Angels, we encourage pupils to develop a love of reading by having a well-stocked library and book selections available in each classroom. We actively promote the local libraries and organise events such as World Book Day and National Story Telling Week. We celebrate a reader of the week from each class during our weekly celebration assembly and award a quarter champion with a prize from our book vending machine.

Teacher development is central to the success of teaching reading. All teachers and support staff are fully trained in using the Little Wandle programme and there are regular CPD and coaching opportunities. In KS2, teachers receive bespoke CPD, coaching and support from leaders and an external reading consultant to ensure they have the expertise to deliver this curriculum.

Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. The lesson structure promotes regular discussion through text analysis and is structured to lead to building understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary.

Our reading programme has been carefully constructed to present the content in a logical progression. This is evident in the weekly lesson structures, which includes carefully crafted formative assessment points in between each stage, for example using recall and retrieval practise.

In class, daily formative assessment is used to identify and address gaps and misconceptions. Termly Accelerated Reader Star tests are used throughout the year to provide standardised scores and identify gaps interventions. Also in Little Wandle, we use a half termly assessment tracker to produce heat maps which identify areas requiring further teaching for each pupil in EYFS and Year 1. In Year 1, National Phonics Screening check are taken half termly to inform catch up intervention. We ensure that every child is heard to every week, our children working below children read a minimum of three times per week. If children are working below their chronological reading age, targeted intervention and support is put in place through the use of Project X Code and Comprehension Express

We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride. In reading, the children record their work in their Guided Reading exercise books.

All members of the senior leadership team and, particularly, the English and Reading Leaders talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.

Reading in EYFS

We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers. Reading books are carefully matched to phonic learning to ensure a complete approach to the teaching and learning of reading. Children read the same text three times a week focusing on a different skill each lesson: decoding, prosody and comprehension. This approach enables the child to become familiar with the text fully to ensure achievement for all.

Once children finish the Little Wandle Phonics programme, they begin group guided reading where they explore a 'real text' over a number of weeks. Texts are carefully selected for each year group following a reading spine of popular and thematic texts. Adult led sessions focus on fluency and comprehension followed by independent tasks, which include questions about the text. Comprehension questions follow content domains for the appropriate key stage to ensure a range of skills are being covered.

In the EYFS, we monitor progress using the non- statutory guidance Development Matters and at the end of the foundation stage we assess against the Early Learning Goals.

We use formative assessment daily as a powerful and continual form of assessment for learning to identify children for keep up intervention.

The Phonics Journey assessment book is updated regularly by EYFS staff. Updates include, from half termly assessments, during continuous provision and within phonics and reading lessons.

Little Wandle Big Cat phonics books teach children to read accurately and fluently and begins to develop comprehension. Children read with an adult three times a week with a different focus for each read: Decoding, Prosody and Comprehension. Listening to and reciting familiar stories will provide opportunities for encouraging and embedding reading for pleasure.