

Opportunities for explicit teaching of Spoken Language are highlighted: these are integral within quality-first teaching of the reading curriculum

Overall Spoken Language teaching:

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Pupils' acquisition and command of **vocabulary** are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.

They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

Overall teaching of Reading:

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading, providing library facilities and setting ambitious expectations for reading at home.

Also, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Fluency in the English language is an essential foundation for success in all subjects.

|   | <b>Autumn Term 1</b><br>Theme: Nursery<br>Rhymes / Myself   | <b>Autumn Term 2</b><br>Theme: Toys<br>/Celebrations  | <b>Spring Term 1</b><br>Theme: Winter /<br>Space  | <b>Spring Term 2</b><br>Theme:<br>Traditional Tales  | <b>Summer Term 1</b><br>Theme:<br>Minibeasts  | <b>Summer Term 2</b><br>Theme:<br>Water/The Seaside                            |
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| <b>Whole Class Focus Teaching Texts</b> | -Each Peach, Pear, Plum<br>-10 Little Fingers, 10 Little Toes<br>-I don't want to go to bed<br>-Oliver's Veg<br>-Oliver's Fruit Salad<br>-Titch<br>-Once There were Giants<br>-Can't you sleep Little Bear? | -Kipper's Toybox<br>-Old Bear<br>-Thread Bear<br>-Dogger<br>-Elmer<br>Pinocchio<br>-Bear<br>-The Nutcracker | -Stickman<br>-Snow Queen<br>A Little Bit of Winter<br>-Aliens Love Underpants<br>-The King who Banned the Dark<br>Various non-fiction texts about Space | -The Gingerbread Man<br>-The 3 Billy Goats Gruff<br>-Goldilocks<br>-Jack and the Beanstalk<br>-The Ugly Duckling | -What the Ladybird Heard<br>-Superworm<br>-The Very Busy Spider<br>-The Very Hungry Caterpillar<br>-The Very Greedy Bee<br>-The Very Lonely Firefly | -Sharing a Shell<br>-The Snail and the Whale<br>-The Lighthouse Keeper's Lunch |

**Milestones/ End Points to be reached by the end of each term**

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| <b>Decoding/ Word Reading + Fluency and Phrasing</b> | <p><b>Weeks 1-3:</b><br/>-L+S Phase 1 revision (skills and groundwork around) - Demonstrate effective listening</p> <p><b>Weeks 4-7:</b><br/>-start to recognise + identify Ph 2 GPCs<br/>- read their name<br/>- with support attempt to segment sounds in simple words and blend them together<br/>- join in with a refrain during group recitation</p> | <p><b>Weeks 1-3:</b><br/>-start to recognise and attempt reading of Ph 2 decodable HFWs</p> <p><b>Weeks 4-7:</b><br/>-start to recognise and identify Ph 3 GPCs from 'j' to 'ow'<br/>- start to segment sounds in simple words and blend them together<br/>- hear and say the initial sound in words;<br/>- know which letters represent some of the sounds</p> | <p>- recognise and identify Ph 3 GPCs from 'j' to 'ow'<br/>-start to recognise Ph3 GPCs of digraphs from 'oi' to 'er'<br/>-link sounds to letters, naming and sounding the letters of the alphabet<br/>- segment sounds in simple words and blend them together<br/>- begin to read simple words</p> | <p>- to recognise and identify Ph3 GPCs of digraphs from 'oi' to 'er'<br/>-start to recognise and identify Ph 3 trigraphs<br/>-start to recognise and identify Ph3 HFWs<br/>- recognise and read some common exception words<br/>- begin to read words and simple sentences</p> | <p>-recognise and identify Ph 3 trigraphs<br/>-recognise and identify Ph3 HFWs<br/>- start to recognise and identify Ph 5 split vowel digraphs<br/>- segment sounds in phonically decodable words and blend them together<br/>- read labels in the environment<br/>- begin to read words and simple sentences, showing understanding by the way they say it<br/>- sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets;<br/>recognise and independently read some common exception words with automaticity</p> |
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|   | -recite rhymes to a given rhythm, perhaps marching or clapping to the beat  | - recite some familiar rhymes and songs by heart |   |  |  |
| Literal Understanding + Retrieval   | - recognise and read their name<br>- Children recall key facts from a story which has been read to them   |  | - To use visual literacy to find information from a picture   |  | - They use visual literacy to point to information on the page in order to locate the answer which can be found easily in the text   |
| Inferential Reading Skills  | - Children begin to - understand the feelings of characters in texts they listen to when the text does not explicitly say so  |  | - to use pictures in texts which give clues<br>-begin to guess what could happen next   |  | - feel the mood of a setting, such as a scary forest or a funny event<br>- guess what might happen next  |
| Response to text  | - Children show pleasure in stories being read to them<br>- enjoy sharing poems and rhymes together<br>- may pick a favourite story   |  | - to sometimes look at a book out of choice, rather than something else<br>- may pick a favourite character or a favourite story<br>- to begin to have favourite texts which they ask for repeatedly<br>-to know how the pictures relate to the story |  | - may pick a favourite character or a favourite story and may be able to say why<br>- sometimes read a familiar text aloud to themselves, remembering the words they have heard<br>- point to parts of the text in answer to questions |
| Early Learning Goals for English: Reading<br><br>EYFS Profile 2022 Handbook (DFE) | <p><b>Comprehension ELG:</b> Children at the expected level of development will - 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.</p> <p><b>Word Reading ELG:</b> Children at the expected level of development will - 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> |  |   |  |  |