

Nursery Literacy: Reading

Department for Education Educational Programme Development Matters (Non-statutory) Nursery Year		Our School Reading Curriculum	
		What?	When?
<p>5 key concepts of print</p>	<ul style="list-style-type: none"> → I understand that print has meaning. → I understand that print can have different purposes. → I understand that we read English text from left to right and top to bottom. → I understand the names of the different parts of a book. → I understand page sequencing. 	<p>Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.</p> <p>When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number.</p> <p>Show children how to handle books and to turn the pages one at a time.</p> <p>Show children where the text is, and how English print is read left to right and top to bottom.</p> <p>Show children how sentences start with capital letters and end with full stops.</p> <p>Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word.</p>	
<p>Talking about books</p>	<ul style="list-style-type: none"> → I engage in extended conversations about stories, learning new vocabulary 	<p>Choose books which reflect diversity.</p> <p>Regular sharing of books and discussion of children’s ideas and responses (dialogic reading) which helps children to develop their early enjoyment and understanding of books.</p> <p>Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what’s in the picture).</p> <p>More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: ‘caterpillar’, ‘enormous’, ‘forest’, ‘roar’ and ‘invitation’.</p>	

Reception Literacy: Reading

Department for Education Educational Programme Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception		Our School Reading Curriculum	
		What?	When?
Comprehension	<ul style="list-style-type: none"> → I will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. → I will anticipate – where appropriate – key events in stories. → I will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	

Year 1 Reading

Department for Education Statutory Guidance		Our School Relationships and Health Education Curriculum	
		What?	When?
Comprehension	<p>I will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> → listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently → being encouraged to link what I read or hear read to my 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 	<p>Non-statutory guidance Children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Children’s vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Knowing the meaning of more words increases children’s chances of understanding when they read by themselves. The meaning of some new words should be introduced to children before they start to read on their own, so that these unknown words do not hold up their comprehension. Once children have decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p>	

	<p>→ discussing word meanings, linking new meanings to those already known</p> <p>I understand both the books that I can already read accurately and fluently and those I listen to by:</p> <ul style="list-style-type: none"> → drawing on what I already know or on background information and vocabulary provided by the teacher → checking that the text makes sense to me as I 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 <p>I will participate in discussion about what is read to me taking turns and listening to what others say.</p> <p>I will explain clearly my understanding of what is read to me.</p>	<p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.</p> <p>Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects.</p> <p>Children should be shown some of the processes for finding out information.</p> <p>Through listening, children learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for children. They should help to develop and evaluate them, with the expectation that everyone takes part. Children should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>	
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Year 2 Reading			
Department for Education Statutory Guidance		Our School Relationships and Health Education Curriculum	
		What?	When?
Comprehension	<p>I will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> → 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 I 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 	<p>Non-statutory guidance</p> <p>Children should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading ‘place’ instead of ‘palace’]</p> <p>Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to children within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p>	

	<ul style="list-style-type: none"> → 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 my 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 <p>I understand both the books that I can already read accurately and fluently and those I listen to by:</p> <ul style="list-style-type: none"> → drawing on what I already know or on background information and vocabulary provided by the teacher → checking that the text makes sense to as I 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 <p>I will participate in discussion about books, poems and other works that are read to them and those that I can read for myself, taking turns and listening to what others say.</p> <p>I will explain and discuss their understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p>	<p>Children should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).</p> <p>'Thinking aloud' when reading to children may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase children's vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to children.</p> <p>They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to</p>	
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