

Eastwood Community School's Reading Curriculum



	A Pre-School reader	A Nursery reader	A Reception reader
<p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> • Enjoys songs and rhymes, tuning in and paying attention. • Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Says some of the words in songs or rhymes • Copies finger movements and other gestures. • Sings songs and says rhymes independently, for example, singing whilst playing. • Enjoys sharing books with an adult. • Pays attention and responds to pictures and words. • Has favourite books and seeks them out to share or look at alone. • Repeat words and phrases from familiar stories. • Asks questions about a book, makes comments and shares ideas. • Develops play around favourite stories using props. • Can fill in missing words or phrases eg "Humpty Dumpty sat on a?" 	<ul style="list-style-type: none"> • Understands that print has meaning • Understands that print can have different purposes. • Understands that English text is read from left to right and top to bottom and in a sequence. • Can name different parts of a book. (cover, author, pictures, words) • Spots and suggests rhymes (Phase 1Phonics) • Continues an rhyming string • Counts and claps syllables in a word (Ph 1) • Recognises words with the same initial sound (e.g. monkey and mummy) (ph 1) • Hears and says the initial sound in words (ph 2) • Engages in conversations about a story they have read or shared. • Is interested in learning a wider range of vocabulary from books and texts. • Talks about the characters and setting in the story • Enjoys looking at a range books and stories • Builds stories around toys • Introduces a storyline or narrative into their play. • Is interested in books and rhymes and may have favourites. • Looks at books independently, the correct way up and turns pages handling them carefully. • Can listen to and join in with stories and poems either one to one or in a small group. • or rhyme. • Recognises their own name and advertising logos. 	<ul style="list-style-type: none"> • Reads individual letters by saying the sounds for them.(linking sounds to letters(Phase 2) • Segments and then blends sounds into words, so they can read CVC words made up of phase 2 sound correspondences. (h-a-t c-a-p) • Reads some digraphs (groups of letters which make one sound) • Knows which letters represent all of the sounds in words. • Segments and then blends diagraphs into words, so they can read words made up of phase 3 sound correspondences. (sh-i-p g-oa-t) • Reads some common exception words (tricky words) Phase 2 and Phase 3 • Reads a simple phrase or sentence made up of words with known letter-sound correspondences and a few common exception (tricky) words • Re-reads books to increase fluency and understanding. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books and engages in a conversation about what they have read. • Describes main story settings, events & characters • Says 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 which are consistent with their phonic knowledge,

			<p>including some common exception (tricky) words.</p> <ul style="list-style-type: none"> • Re-tells stories and narratives using their own words. • Uses and understands recently introduced vocabulary when re-telling stories, in discussions about stories and non-fiction, rhymes, poems and during role play • Anticipates key events in stories. • Can continue a rhyming string. • Begins to make predictions about a book by looking at the illustrations or title using Eastwood sentence stems • Begins to answer retrieval questions • Begins to answer inferential questions by using the pictures and text.
Subject specific vocabulary relative to ARE	<p>Song, Rhyme, Sound, Copy, Say, Picture, ,Book, Read, Look, Tell me, Story, Word, Favourite Share Hear Listen Loud Quiet Same Different Action</p>	<p>As previous year group</p> <p>Front cover Author Count Clap Hear Same</p> <p>Wide range of vocabulary linking to Theme</p> <p>Talk Listen Letter Character Where Who What Poem Turn Page</p> <p>Cover Illustrator Start Middle Question Recognise</p> <p>Sound it out</p>	<p>As previous year group</p> <p>Phoneme Grapheme, Digraph</p> <p>Trigraphs Segment Blend Final Predict, Why Understand Answer Sequence</p> <p>Does it make sense?</p> <p>Sentence Question mark Full stop</p> <p>Meaning Tricky words</p> <p>Retell Capital letter Setting</p> <p>Lower case letter</p> <p>Fiction Non- fiction</p> <p>How do you know? Check Re-read</p> <p>Caption Label</p> <p>Phrase Order</p> <p>Pronounce Real Alphabet Phonics</p> <p>Title Author</p>
Cultural Capital & Learning Beyond the Classroom opportunities	<p>Farm visit,</p> <p>Library visit with parents</p> <p>Learn a range of nursery rhymes and songs from different cultures.</p> <p>Seasonal walk- linked to new vocabulary</p> <p>Rhyme Time</p> <p>Performance</p>	<p>Farm visit,</p> <p>Teddy bears picnic,</p> <p>Paint a self-portrait,</p> <p>Taste new fruit,</p> <p>Act out a story to an audience,</p> <p>Outdoor learning – Cliffe castle, local café, Devonshire Park, The allotment</p> <p>Local library visit</p> <p>Mini bus visit</p>	<p>Plants and bulbs- read the instructions, Follow instructions to make a sandwich, Visit a cathedral or mosque,</p> <p>Retell a story to an audience,</p> <p>Post a letter,</p> <p>Look up where you live on a map,</p> <p>Teddy bears picnic- invitation</p> <p>School library visit</p> <p>Tropical world- new vocabulary</p> <p>Salts mill</p> <p>Using the train</p>

	A Year 1 reader	A Year 2 reader	A Year 3 reader
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National curriculum & Focus curriculum learning objectives

Eastwood Specific objectives in response to audit of our learner's needs

- Say what I like and do not like about a text.
- Link what I have heard or read to my own experiences.
- **Retell key stories orally using narrative language.**
- **Talk about the main characters within a well-known story.**
- Learn some poems and rhymes by heart.
- Use what I already know to understand texts.
- **Check that my reading makes sense and go back to correct when it doesn't.**
- **Begin to draw inferences from the text and/or the illustrations.**
- Make predictions about the events in the text.
- **Explain what I think a text is about.**
- Recognise (and join in with) predictable phrases in stories.
- Listen to a range of texts.
- Discuss the significance of the title of a book and the main events.
- Take part in discussions about texts (likes/dislikes/characters/events etc.) taking turns and listening.

- Talk about and give an opinion on a range of texts.
- **Discuss the sequence of events in books and how they relate to each other.**
- **Use prior knowledge, including context and vocabulary, to understand texts.**
- Retell stories, including fairy stories and traditional tales.
- **Read for meaning and check that the text makes sense; I can go back and re-read when it does not makes sense.**
- Find recurring language in stories and poems.
- Talk about my favourite words and phrases in stories and poems.
- Recite some poems by heart, with appropriate intonation.
- **Answer and ask questions about texts.**
- **Make predictions based on what I have read.**
- **Draw (simple) inferences from illustrations, events, characters' actions and speech.**
- **Recognise non-fiction texts with different structures.**
- Discuss and clarify meaning of words, linking to known vocabulary.
- Use prior knowledge, including context and vocabulary, to understand texts.
- Discuss a range of texts, listening to other people's opinions and taking turns.
- Explain and discuss my understanding of books.

- **Listen to, read aloud and read independently a range of fiction, poetry, plays, and non-fiction texts.**
- Discuss the texts that I read and listen to, asking relevant questions to get a better understanding and listening to the opinions of others.
- **Read aloud and independently, taking turns and listening to others.**
- **Explain how books are structured in different ways and can use them effectively.**
- Explain some of the different types of fiction books.
- **Ask relevant questions to get a better understanding of a text.**
- Predict what might happen based on details I have.
- **Draw inferences such as inferring a characters' feelings, thoughts and motives from my actions, justifying these with evidence.**
- Use a dictionary to check the meaning of unfamiliar words.
- **Identify the main point of a text or paragraph and summarise these.**
- Explain how structure and presentation contribute to the meaning of texts.
- Use non-fiction texts to retrieve and record information.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Be familiar with a range of myths and legends and can retell some orally.
- **Recognise some different forms of poetry.**
- Identify themes and conventions in a variety of texts.
- Discuss words and phrases that capture the reader's interest and imagination.
- **Check that a text makes sense, sharing this understanding and discussing the meaning of words in context.**

<p>Subject specific vocabulary relative to ARE</p>	<p>As previous year group</p> <p>Vowel Split diagraph Plural singular Suffix Prefix Alternative (spelling / sounds) Compound word(s) Common exception word(s) Use your phonics knowledge Revisit Review Apply Consolidate Clues Find Order Illustrations</p>	<p>As previous year group</p> <p>Inference Retrieval Explain True/ False Discuss Vocabulary Evidence Phrases Intonation Clarify Text Opinion Justify Homophones Sequence Recite Features Perform Fluent Recurring Language Similarities Differences Prefer</p>	<p>independent; read effectively; ask relevant questions make predictions; draw evidence; begin to justify inference with evidence; use a dictionary; unfamiliar words; prepare poems and playscripts; familiar with myths and legends; different forms of poetry; themes and conventions; capture the readers interest and imagination; discuss the meaning of words in context.</p>
<p>Cultural Capital & Learning Beyond the Classroom opportunities</p>	<p>Library visit Author visit First-hand experience linked to text or theme (Seaside) Production Reading in a den</p>	<p>Library visit Author visit First-hand experience linked to text or theme (Owl Sanctuary) Production Perform to an audience Science Media Museum- Imax Nell Bank – Gruffalo hunt Blackpool Zoo</p>	<p>Visit a local library. Read to audience. Recite a poem to an audience (publish online?). Have an account for an online reading catalogue (GetEpic). Read recipe instructions and create a food dish (linked with a specific Theme). Have a reading buddy from another Year Group and read to them each half term. Read instructions and follow directions to create coding.</p>

	A Year 4 reader	A Year 5 reader	A Year 6 reader
<p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> Know which books to select for specific purposes. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Identify some of the literary themes and conventions in different texts. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise a range of poetic forms. Show their understanding of texts that they have read and explain the meaning of words in context. Ask relevant questions to improve my understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information they have deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, for example, narrative, explanation and persuasion. Retrieve information from non-fiction texts. Build on others' ideas and opinions about a text in discussion. Become familiar with, and enjoys reading, a range of texts. Identify the main points of a text, drawn from more than 1 paragraph and can summarise this information. 	<ul style="list-style-type: none"> Be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. Identify significant ideas, events and characters; and discuss their significance. Recite poems by heart, e.g. narrative verse, haiku. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recommend books to people, stating reasons for choices. Identify and discuss themes and conventions across a range of texts. Make comparisons within and across texts. Show an understanding of texts by explaining the meaning of words in context. Be confident enough to ask questions about texts to improve my understanding. Draw inferences, using evidence from the text to justify these. Make predictions, justifying these with evidence from the text. Discuss how language, presentation and text structure/organisation contribute to the meaning. Discuss and evaluate the author's use of language for effect. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Summarise the main ideas across paragraphs. 	<ul style="list-style-type: none"> Be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions; I can discuss the features of each. Read books that are structured in different ways. Recognise texts that contain features from more than one text type. Evaluate how effectively texts are structured and presented. Read non-fiction texts to help with my learning. Recommend books to others and give reasons for my recommendation. Identify and discuss themes and conventions in different text types. Identify the key points in a text, making comparisons within and across texts. Recite a range of poems by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Make predictions based on what is stated and also what is implied. Read accurately and ask questions about a text to improve my understanding. Distinguish between fact and opinion. Identify how the author uses language (including figurative language) and can consider the effect and impact it has on the reader. Explain clearly my understanding of what I have read. Draw inferences from the text and use evidence to justify my answer.
<p>Subject specific vocabulary relative to ARE</p>	<p>books for specific purposes; use a dictionary; discuss and record words that a writer uses to engage and impact the reader; identify literary themes and conventions in different texts, prepare poems, recognise a range of poetic forms, ask relevant questions, infer meanings and begin to justify them with evidence from the text, predict from the information that has been deduced, identify precise word choices, identify organisational features, build on others' ideas, summarise the main point of a text.</p>	<p>be familiar with and can talk about a wide range of books and text types (including myths, legends and traditional stories and books from other cultures, evaluate how effective they are, identify significant ideas, events and characters and discuss their significance; recite poems by heart, prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action; recommend books to people, stating reasons for choices; identify and discuss themes and conventions across a range of texts, make comparisons within and across texts, show an understanding of texts by explaining the meaning of words in context; be confident enough to ask questions about texts to improve</p>	<p>recommend books to others and give reasons for my recommendation; identify the key points in a text, making comparisons within and across texts; distinguish between fact and opinion; identify how the author uses language (including figurative language) and can consider the effect and impact it has on the reader; explain clearly my understanding of what I have read; draw inferences from the text and use evidence to justify my answer.</p>

		understanding; draw inferences using evidence from the text to justify these; discuss how language, presentation and text structure/organisation contribute to the meaning; discuss and evaluate the author's use of language for effect, distinguish between fact and opinion ; retrieve, record and present information from non-fiction texts; summarise the main ideas across paragraphs .	
Cultural Capital & Learning Beyond the Classroom opportunities	<p>Visit a local library. Read to audience.</p> <p>Recite a poem to an audience (publish online?). Have an account for an online reading catalogue (GetEpic). Read recipe instructions and create a food dish (linked with a specific Theme). Have a reading buddy from another Year Group and read to them each half term. Read instructions and follow directions to create coding.</p>	<p>Visit a local library. Read to audience.</p> <p>Recite a poem to an audience (publish online?). Have an account for an online reading catalogue (GetEpic). Read recipe instructions and create a food dish (linked with a specific Theme). Have a reading buddy from another Year Group and read to them each half term. Read instructions and follow directions to create coding.</p>	<p>Visit a local library. Read to audience.</p> <p>Recite a poem to an audience (publish online?). Have an account for an online reading catalogue (GetEpic). Read recipe instructions and create a food dish (linked with a specific Theme). Have a reading buddy from another Year Group and read to them each half term. Read instructions and follow directions to create coding.</p>