

CURRICULUM OVERVIEW
READING
Pathways to Read

EYFS

ENGLISH in the EYFS

COMMUNICATION AND LANGUAGE

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.

Reading frequently to children, engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts, give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

NURSERY

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

RECEPTION

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytime
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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).

NURSERY

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book

RECEPTION

- 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.

	<ul style="list-style-type: none"> ○ page sequencing ● Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ 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 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 sound-letter correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense. 			
	AUTUMN		SPRING		SUMMER	
Year 1	RWInc	RWInc	RWInc	RWInc	RWInc	RWInc
Year 2	RWInc	RWInc	RWInc	RWInc	RWInc	RWInc
Year 3	The Sea Book by Charlotte Milner	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes The Iron Giant (film, 1999)	This Morning I Met a Whale by Michael Morpurgo, Why Would Anyone Hurt a Whale? by The Literacy Company	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company
Year 4	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	The Train to Impossible Places by P.G. Bell	DK findout! Volcanoes by Maria Gill	Ariki and the Island of Wonders by Nicola Davies	Fantastically Great Women who Saved the Planet by Kate Pankhurst, Plastic Pollution by The Literacy Company	A Myth-Hunter's Travel Guide by The Literacy Company
Year 5	Good Night Stories for Rebel Girls by Elena Favilli and Francesco Cavallo	Hansel and Gretel by Neil Gaiman	Odd and the Frost Giants by Neil Gaiman	Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday, Pollution by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
Year 6	When we were Warriors by Emma Carroll	Tygers by S F Said, Saving Stripes by The Literacy Company	The Happy Prince and Other Tales by Oscar Wilde	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company	Great Adventurers by Alistair Humphreys	Sky Chasers by Emma Carroll