



# The Neroche Primary School

## Writing Curriculum Map

### EYFS and KS1

#### Reading Curriculum Intent

At Neroche Community Primary School our school aim of living and learning for life underpins our ambitious curriculum for all learners, which contributes towards their knowledge and cultural capital. We want all children to discover a love for reading and books, and to understand the importance reading can play in unlocking wider learning, knowledge and understanding. The aim of our reading curriculum is to develop individuals who read widely with both fluency and comprehension to enable them to approach the next stages of their education as confident readers and learners.



Reinforce Set 1/2/3 sounds.

To recognise that non-fiction books are often structured in different ways.

To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

To predict what might happen on the basis of what has been read so far in a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To make inferences on the basis of what is being said and done.

Key Stage Two

To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

To reread these books to build up fluency and confidence in word reading.

To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To recognise simple recurring literary language in stories and poetry.

To read most words containing common suffixes

To accurately read most words of two or more syllables.

To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To read most Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word.

To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To discuss the sequence of events in books and how items of information are related.

Reinforce Set 1/2/3 sounds.

YEAR 2

To recite simple poems by heart.

To predict what might happen on the basis of what has been read so far.

To discuss word meaning and link new meanings to those already known.

To begin to make simple inferences.

To discuss the significance of titles and events.

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Bronze, Silver and Gold Reading Badges linked to Accelerated Reader targets can be earned from Year One onwards.

To join in with discussions about a text, taking turns and listening to what others say.

To retell familiar stories in increasing detail.

To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.

To read words containing taught GPCs.

To read words with contractions, e.g. I'm, I'll and we'll.

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

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To check that a text makes sense to them as they read and to self-correct.

To apply phonic knowledge and skills as the route to decode words.

Move to Accelerated Reader once fluency is sufficient.

To read words containing -s, -es, -ing, -ed and -est endings.

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

Reinforce Set 1 and 2 Sounds. Set 3 Sounds.

YEAR 1

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To demonstrate understanding when talking with others about what they have read.

To read some common irregular words.

To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To express themselves effectively, showing awareness of listeners' needs.

Introduce some Set 3 Sounds

Read Write Inc. Get Writing used in Reception and Year One.

To segment the sounds in simple words and blend them together and know which letter represents some of them.

Vocabulary rich environment in EYFS/KS1

To link sounds to letters, naming and sounding the letters of the alphabet.

To ascribe meanings to marks that they see in different places.

To begin to break the flow of speech into words.

To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

To play cooperatively as part of a group to develop and act out a narrative.

Termly Reading Challenges badges earned from Pre-school onwards.

To hear and say the initial sound in words.

To continue a rhyming string.

40-60 months

5-a-day reading curriculum in the EYFS

To begin to read words and simple sentences.

To understand humour, e.g. nonsense rhymes, jokes.

To enjoy an increasing range of books.

To follow a story without pictures or props.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

To know that information can be retrieved from books and computers.

Set 1 and 2 Sounds

YEAR R

To develop preference for forms of expression.

To recognise familiar words and signs such as own name and advertising logos.

To know that print carries meaning and, in English, is read from left to right and top to bottom.

To listen to stories with increasing attention and recall.

To look and handle books independently (holds books up and turns pages).

To anticipate key events and phrases in rhymes and stories.

To show an awareness of rhyme and alliteration.

To enjoy rhyming and rhythmic activities.

To listen to and join in with stories and poems, one-to-one and also in small groups.

Pre-school

30-50 months

Build a solid foundation in education

To begin to understand 'why' and 'how' questions.

To use intonation, rhythm and phrasing to make the meaning clear to others.

To know that information can be relayed in the form of print.

Develop a lifelong love of learning from the very beginning.

Welcome