



At Godshill reading provides our curriculum with a supportive framework that enables all the other areas of the curriculum to flourish. It is through carefully chosen text drivers that all areas of the curriculum are met. At the end of Reception class our curriculum allows children to...

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and **what has been read in class**.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and **what has been read in class**.
- Understand the past through settings, characters and events encountered in **books read in class and storytelling**.
- As well as inspiring their writing, communication, language and PSED.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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Reading: Fluency			
0-3 years	3 - 4 years	Reception	At the end of Reception
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo	Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning the names of different parts of a book print can have different purposes ○ page sequencing ○ we read English text from left to right and from top to bottom <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhyme ○ count or clap syllables in words recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words



Godshill

Primary School

Reading

Early Years Foundation Stage

CHALLENGE ACHIEVE RESPECT ENJOY

Reading : Phonics and Decoding

0-3 years	3 - 4 years	Reception	At the end of Reception
	<p>Develop their phonological awareness, so that they can:</p> <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 	<ul style="list-style-type: none"> ● 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. . ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> ● 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.



Reading Progression for phonics using Letters and Sounds

0-3 years	3 - 4 years	Reception	At the end of Reception	
Phase 1	Phase 1	Phase 2	Phase 3	Phase 4
<p>Offered through the environment and adult engagement during play.</p> <ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration 	<p>Offered through the environment, adult engagement during play and adult led activities.</p> <ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration 	<p>Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss Tricky words: the, to, go, no,</p>	<p>Sounds taught: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</p>	<p>Recap all previous sounds. Teach reading: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</p>
		<p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.</p>	<p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee</p>	<p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>

Reading : Books



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Primary School

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Early Years Foundation Stage

CHALLENGE ACHIEVE RESPECT ENJOY

0-3 years	3 - 4 years	Reception	At the end of Reception								
Learning environments have their own mini library as well as use of the main school library for book borrowing once a week.											
Book bands according to Hampshire											
		<p>Reading books taken home everyday and at least 5 minutes of reading practise with an adult five times a week at home. Books are changed regularly as well as being reissued to allow for fluency of reading.</p> <table border="1" data-bbox="1160 619 2096 1098"> <thead> <tr> <th data-bbox="1160 619 1397 676">Lilac</th> <th data-bbox="1400 619 1628 676">Pink</th> <th data-bbox="1630 619 1861 676">Red</th> <th data-bbox="1863 619 2096 676">Yellow</th> </tr> </thead> <tbody> <tr> <td data-bbox="1160 678 1397 1098">Lilac band books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.</td> <td data-bbox="1400 678 1628 1098">Pink band is the very first level of reading books which has words. The number of words increases slightly as your child progresses through the reading level.</td> <td data-bbox="1630 678 1861 1098">Red band books have a slightly increased number of words, an increase in the number of pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy.</td> <td data-bbox="1863 678 2096 1098">New learning in Yellow band books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.</td> </tr> </tbody> </table>		Lilac	Pink	Red	Yellow	Lilac band books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.	Pink band is the very first level of reading books which has words. The number of words increases slightly as your child progresses through the reading level.	Red band books have a slightly increased number of words, an increase in the number of pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy.	New learning in Yellow band books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.
Lilac	Pink	Red	Yellow								
Lilac band books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.	Pink band is the very first level of reading books which has words. The number of words increases slightly as your child progresses through the reading level.	Red band books have a slightly increased number of words, an increase in the number of pages and slightly more complex story lines. The growing complexity in the story lines is reinforced through the development of inference and prediction using visual literacy.	New learning in Yellow band books includes a slightly increased number of words and a move away from familiar experiences. Yellow books require the reader to deploy some inference skills, e.g. for humour, and have more variation in sentence structure, including sentences with more than one clause.								



<p align="center">Reading - Comprehension Understanding and correcting inaccuracies:</p>			
<ul style="list-style-type: none"> • Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. • Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. • Understand simple instructions like “give to mummy” or “stop” 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 		<ul style="list-style-type: none"> • 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 align="center">Reading - Comprehension Comparing, Contrasting and Commenting:</p>			
	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions 		<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
		<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	
<ul style="list-style-type: none"> Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. 			<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



Reading - Comprehension Inference and Prediction			
<ul style="list-style-type: none"> Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. Understand simple instructions like “give to mummy” or “stop”. Recognise and point to objects if asked about them Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 		<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
<ul style="list-style-type: none"> Ask questions about the book. Makes comments and shares their own ideas. 			<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories



Reading Comprehension: Poetry and Performance			
<ul style="list-style-type: none"> Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' 	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. 	
<ul style="list-style-type: none"> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.



Godshill

Primary School

Reading

Early Years Foundation Stage

CHALLENGE ACHIEVE RESPECT ENJOY

- Develop play around favourite stories using props

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



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CHALLENGE ACHIEVE RESPECT ENJOY

Reading Comprehension: Non-Fiction			
		<ul style="list-style-type: none">● Engage in non-fiction books.● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none">● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
			<ul style="list-style-type: none">● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



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Primary School

Reading

Early Years Foundation Stage

CHALLENGE ACHIEVE RESPECT ENJOY

Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p><u>Literacy: Word Reading</u></p> <ul style="list-style-type: none">• 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><u>Reading</u></p> <ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words.• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• Read other words of more than one syllable that contain taught GPCs.• Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).• Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.• Re-read these books to build up fluency and confidence in word reading.



Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p><u>Comprehension</u> Communication and Language: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Literacy: Comprehension</p> <ul style="list-style-type: none"> 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>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 	<p><u>Comprehension</u> Children should be taught to 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 they can read independently; being encouraged to link what they read or hear to their 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; discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they 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; participating in discussions about what is read to them, taking turns and listening to what others say; explaining clearly their understanding of what is read to them.