

Programme of study for Reading:

statutory requirements in bold, suggested steps in faint, **Adult curriculum in green**

Step 1

Pupils will be encouraged to look at books and other printed material with familiar people

- a) *Share a book with a familiar adult*
- b) *Share a book with a familiar adult and a friend*

Pupils will be given opportunities to handle books and printed material with interest.

- *Choose to look at books*
- *Explore a range of books e.g. bathbooks, board books, fabric books, picture books, interactive books, photo albums*

Step 2

Pupils will be given frequent opportunities to develop an interest in books and rhymes

Learner will use words or AAC to show interest in reading material (AC, M4)

- a) *Share a book with a familiar adult with increasing attention*
- b) *Share a book with a familiar adult and a friend with increasing attention*
- c) *Share a book with a familiar adult and a small group*
- d) *Share a book with a familiar adult in a whole group*

Pupils will be given opportunities to watch stories on the computer, listen to audio books, share books with older pupils

- *Show an interest in reading material and curiosity about content, such as by picking up a book and opening it [Rti/M4.1]*
- *Attend and respond to familiar sounds and phrases in sayings, songs, stories or instructions relating to reading materials or IT applications. [Rti/M4.2]*

- a) *Object image and symbol recognition*
- b) *Match similar and identical objects, images or symbols*

Pupils will experience a range of books, rhymes, or specific functional texts, and begin to be able to develop preferences and strengths

Step 3

Word focus

- Pupils will be given opportunities to understand that labels (photo, symbol, word) on possessions or work indicate their own name
- *Select from a given choice of familiar symbols, images or words linked to their personal vocabularies, and derive meaning from them eg by choosing between two symbols to select a drink, or seeing a photo of a friend and eye-pointing to him [Rti/M5.3]*
- *Attend to and follow a simple story line supported by speech, signs, symbols or images [Rt1/M5.3]*
- *With some inconsistencies match objects to images and then symbols [Rw/M5.1]*
- *Find items of a similar nature online or in magazines eg picking out images of food items [Rw/M5.2]*
- *Comment on their own drawings or marks [Rw/M5.3]*

Comprehension and breadth of study

Pupils will be taught from a range of age appropriate well known or classic texts, and develop some favourite stories, rhymes, songs, poems or jingles

Pupils will be encouraged to repeat words or phrases from familiar stories

Pupils will be able to fill in the missing word or phrase in a known rhyme, story, or game

Learner will use words or AAC to choose and share reading material (AC M5)

- *Choose and share source of interest such as online page, book or magazine with a familiar person [RtiM5.]*

Step 4

Word focus

Pupils will be made aware of illustrations and print in books and print in the environment, both in school, and in their community

Eg. Show something found in a book, Look for specific objects in a shop window, name objects in a poster, recognise that pictures in a comic tell stories

- *Distinguish between written words, symbols and images to communicate about their meaning, eg guess what the word or symbols might say about the picture [Rtc/M6.2]*

Pupils will be taught to recognise familiar words and signs such as their own name, class/ school name and easily recognisable print forms such as trademarks or advertising logos

- *Recognise a few letters of the alphabet linked to personal interests, such as the initial of their name [Rw/M6.1]*
- *Match familiar objects or images to words, symbols and images [Rw/M6.2]*
- *Recognise and select a combination of up to five words, images or symbols linked to their personal vocabulary eg by selecting and showing symbols from a communication strip for a purpose [Rw/M6.3]*
- *Match letters and short words [Rw/M6.4]*

Pupils will be taught how to handle books and printed material carefully, and to develop positive reading behaviour

*Eg, Turn book the right way up, turn pages several at a time to find named picture, with support trace text from left to right, top to bottom
Show an understanding of how books work eg by holding the book the right way up and turning the pages [Rti/M5.2]*

Pupils will be taught that information can be relayed in the form of print, through experiencing a variety of published material, exploring meaning and function

- *Shows understanding that words or symbols on the page represent words that can be spoken or signed eg by finding their own name or personal words or symbols in a text when requested [Rtc/M6.1]*
- *Step words and symbols in the right order, left to right, top to bottom or as culturally appropriate.[Rtc/M6.3]*

Comprehension and breadth of study

Pupils will be exposed to age appropriate rhyming and rhythmic activities or songs, and show an awareness of rhyme and

alliteration by listening to and joining in

- While listening to and following short accounts of interest to the learner, eg identifying a photo of a footballer or rugby player in a newspaper while the group are talking about a match - Look at:
- *Objects*
- *Words*
- *Symbols*
- *Signs*
- *Images* [Rti/M6.1]

Pupils will be taught repeated refrains and supported to anticipate key events and phrases in rhymes and stories, or narrative accounts relevant to own experience

Pupils will be taught about the way in which stories and simple narratives are structured; identifying the beginning, middle and end, and to suggest how a story might end.

Pupils will be supported to listen to stories with increasing recall, and to answer simple questions about content and detail.

Pupils will be taught to describe the main story settings, events and principal characters

Step 5

Word reading

Pupils will be taught to continue a rhyming string, and to provide examples of real words with the same ending, eg cat, bat, sat

Pupils will be given opportunities to hear and say or sign the initial sound of simple or familiar words

Rw/M8.2: associate sounds with patterns in some letters, syllables, words, rhymes, songs

Pupils will be taught to visually match written shapes, individual letters or symbols

Rw/M8.1: with some inconsistencies, recognise at least half of the letters of the alphabet by shape, name or sound

Pupils will be taught to link sounds to letters, naming and sounding some letters of the alphabet

- *Recognise several letters of the alphabet. [Rw/M7.1]*
- *Points to names / words beginning with the same letter as their own name*

Pupils will be taught how to segment the sounds in simple words and blend them together; knowing which letters represent some of them.

- *Know that their name and other words of personal significance are made up of letters which together form a word [Rw/M7.2]*

Pupils will be supported to begin to read words/symbols and simple sentences

- *Use context to get meaning from symbols and text eg by reading back their own composition recorded by someone else or by reading a simple text with illustrations. [Rtc/M7.4]*
- *Recognise, read and select a combination of up to ten words (written or finger spelled) or symbols linked to their personal vocabulary [Rw/M7.3]*

Vocabulary from familiar books will be introduced into or highlighted in relevant situations to extend personal vocabulary

awareness

Comprehension and breadth of study

Pupils will be introduced to an increasing range of books

- *Demonstrate an interest in the activity of reading [Rti/M7.1]*
- *Express a preference in which reading material is to be used [Rti/M7.2]*

Pupils will access books and computers to retrieve specific information, from pictures or captions

- *Respond to print and symbols as a source of meaning [Rtc/M7.1]*
- *Attend to and follow narratives and other short texts such as emails and greeting cards [Rtc/M7.2]*
- *Predict meaning in narratives and short texts, including words, signs, and symbols by filling in the missing word when the reader stops [Rtc/M7.3]*

Step 6

Word Reading

- **Pupils will be taught to apply phonic knowledge and skills as the route to decode words;**
- *use suggested order of familiarity as per 'letters and sounds'*
- *Set 1: s a t p*
- *Set 2: i n m d*
- *Set 3: g o c k*
- *Set 4: ck e u r*
- *Set 5: h b f, ff l, ll ss*

And respond speedily with the correct sound to graphemes (letters or groups of letters) as per suggested groupings in 'letters and sounds'

- Pupils will be supported to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Rw/E1.2 Decode simple, regular words

- read up to ten common exception words from Westfield list 1
- read half common exception words from Westfield list 1

Rw/M8.3 recognise and read a growing repertoire of at least 15 familiar or personally significant words or symbols

Pupils will be taught to notice unusual correspondences between spelling and sound and where these occur in the word

Rw/E1.1 Possess a limited meaningful sight vocabulary of, signs and symbols

- **recognise and count syllables in known words**
- Rs/M8.1 with support, read groups of words or symbols for meaning
- **read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**

Rw/E1.3 Recognise the letters of the alphabet in both upper and lower case

Comprehension and breadth of study

Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

examples: song lyrics, play scripts, teen fiction, school resourced texts,

Rtc/M8.2 communicate about content when working with different texts containing words, symbols or images

Rtc/M8.1 use a range of strategies to get meaning from text, such as their own knowledge of the content, or the context of the text as a whole, e.g. find TV listings, or ingredients for a meal from the right source

Rti/M8.1: understand that different reading materials have different purposes and forms of presentation, e.g. by choosing the right source (website, magazine, timetable) for a particular purpose

Pupils will be encouraged to link what they read or hear read to their own experiences

Pupils will be given opportunities to recognise and join in with predictable phrases

Rt/E1.2 Recognise the different purposes of texts at this level

Step 7

Pupils should be taught to:

Word Reading

- read *all* common exception words from Westfield list 1
- noting unusual correspondences between spelling and sound and where these occur in the word

Rw/E2.2 Recognise high frequency words and words with common spelling patterns

- read other words of more than one syllable that contain taught GPCs (ref Westfield list 1)

Rw/E2.3 Use phonic and graphic knowledge to decode words

- read words containing taught GPCs and –s, –es, (cross ref writing, understanding plurals)

Comprehension and breadth of study

Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by:

- becoming very familiar with key stories, age appropriate imaginative texts, and traditional tales, retelling them and considering their particular characteristics
- *through the use of dramatic interpretation, character profiles, film interpretation, on-line resources, popular culture, modern interpretation, attending live performances, etc.*
- being encouraged to link what they read or hear read to their own experiences

Rt/E1.1 Follow a short narrative on a familiar topic or experience

Step 8

Pupils should be taught to

Word Reading

- **read words containing taught GPCs and -ing, -ed, (link with speaking in correct tense)**
- **read up to half common exception words from Westfield list 2**

Rw/E2.1 read and understand words on forms related to personal information e.g. first name, surname, address, postcode, age, date of birth

- **read accurately words of two or more syllables that contain the graphemes contained in Westfield list 2**
- **read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words to build up their fluency and confidence in word reading**

Rw/E2.5 Use initial letters to find and sequence words in alphabetical order

Comprehension and breadth of study

Pupils will learn to appreciate rhymes and poems and to recite some by heart through focused and contextual experiences

Discuss word meanings, linking new meanings to those already known

Eg. Produce own thesaurus/ dictionary/ glossary of terms

Rw/E2.4 Use a simplified dictionary to find the meaning of unfamiliar words

Step 9

Pupils should be taught to:

Word Reading

- read *all* common exception words from Westfield list 2
- read words containing taught GPCs –er and –est endings
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Comprehension and breadth of study

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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 they can read independently

Rt/E2.2 Recognise the different purposes of texts at this level

- discussing the sequence of events in books and how items of information are related

Rt/E2.1 Trace and understand the main events of chronological and instructional texts

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways

Rt/E2.4 Use illustrations and captions to locate information

Rt/E2.3 Identify common sources of information

Step 10

Pupils should be taught to:

Word Reading

- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Rw/E3.2 Read and understand words and phrases commonly used on forms

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

Rw/E3.1 Recognise and understand relevant specialist key words

Comprehension and breadth of study

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their 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

Step 11

Pupils should be taught to:

Word Reading

- read most words in text quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **Rw/E3.5 Use a variety of reading strategies to help decode an increasing range of unfamiliar words**
- re-read books to build up their fluency and confidence in word reading.
- read words containing common suffixes: -ing, -ly,

Comprehension and breadth of study

Pupils should begin to understand both the books that they can already read accurately and fluently and those that they listen to by:

- 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

Rt/E3.9 Relate an image to print and use to obtain information

- answering and asking questions

Rt/E3.8 Obtain specific information through detailed reading

- predicting what might happen on the basis of what has been read so far

Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph

Step 12

Pupils should be taught to:

Word reading

- read accurately words of two or more syllables that contain all taught graphemes

Step 13

Extension content

Word Reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

- **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

Comprehension

- **develop positive attitudes to reading and understanding of what they read by:**
 - **listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**

Rt/E3.6 Skim reading titles, headings and illustrations to decide if material is of interest

Rt/E3.7 Scanning texts to locate information

- **reading books that are structured in different ways and reading for a range of purposes**

Rt/E3.2 Recognising the different purposes of texts at this level

- **using dictionaries to check the meaning of words that they have read**

Rw/E3.3 Using a dictionary to find the meaning of unfamiliar words

- **increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**
- **identifying themes and conventions in a wide range of books**
- **preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**

- **discussing words and phrases that capture the reader's interest and imagination**
- **recognising some different forms of poetry [for example, free verse, narrative poetry]**
- **understand what they read, in books they can read independently, by:**
 - **checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context**
 - **asking questions to improve their understanding of a text**
 - **drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
 - **predicting what might happen from details stated and implied**
 - **identifying main ideas drawn from more than one paragraph and summarising these**
 - **identifying how language, structure, and presentation contribute to meaning**

Rt/E3.3 Recognising and understanding the organisational features and typical language of instructional texts e.g. use of imperatives and second person

- **retrieve and record information from non-fiction**

Rt/E3.5 Understand and use organisational features to locate information e.g. contents, index, menus

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Westfield School Core Curriculum Document: