WOODHALL SUBJECT LADDER: READING *EYFS/KEY STAGE 1*

WOODHALL READING ENRICHMENT CALENDAR					
AUTUMN 1	*AUTUMN 2*	*SPRING 1*	*SPRING 2*	*SUMMER 1*	*SUMMER 2*
Launch reading passports (fluent readers KS2) Love that Book – Roald Dahl (Roald Dahl Day) Parent reading workshop National Poetry Day	Book fair Hertfordshire Library Service talk – assembly	Woodhall Book Awards (based on Blue Peter book awards) Reading pupil voice Love That Book Book fair	World Book Day	Woodhall Shakespeare Day Book fair Parent reading workshop	Hertfordshire Libraries reading challenge (South Oxhey Library - assembly) Love That Book – linked to class transition work.
• Every child chooses a 'birthday book' which is presented during our Friday celebration assembly. • One member of staff records a story each half-term which is then shared on the school website.					

	EYFS NURSERY	EYFS RECEPTION	YEAR 1	YEAR 2
WORD READING	• Phonics phase 1 • *Count or clap syllables in a word.* • Recognise words with the same initial sound e.g. money, mother.	• Phonics phases 2-4 • *Read individual letters by saying the sounds for them.* • Blend sounds into words to be able to 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 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.* • Say a sound for each letter in the alphabet and at least ten digraphs. • *Read words consistent with phonic knowledge by sound-blending.*	• Phonics phase 4-5 • *Apply phonic knowledge to decode words.* • Speedily read all 40+ letters/groups for 40+ phonemes. • *Read accurately by blending taught GPC.* • Read common exception words. • *Read common suffixes (-s, -es, -ing, - ed, etc).* • Read multi-syllable words containing taught GPCs. • *Read contractions and begin to understand use of apostrophe.* • Read aloud phonically-decodable texts.	• Hertfordshire Essential Spelling Programme. • Secure phonic decoding until reading is fluent. • *Read accurately by blending, including alternative sounds for graphemes.* • Read multi-syllable words containing graphemes. • *Read common suffixes.* • Read exception words, noting unusual correspondences. • *Read most words quickly & accurately without overt sounding and blending.*
VOCABULARY DEVELOPMENT	• Spot and suggest rhymes.		• Identify simple and recurring literary language. • *Identify the meaning of vocabulary in context.*	• Discuss effective language choices. • *Identify that adverbs help to tell us how the character is feeling.* • Begin to use dictionaries, glossaries and indexes to locate meanings and information.

					• *Identify how settings and characters are created using specific vocabulary that creates imagery.*
READING FLUENCY			• Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.	• Read 60 words per minute of age-appropriate text. • *Re-read to self-correct if meaning is lost.*	• Read 90 words per minute of age-appropriate text. • *Self-correct spontaneously and at the point of error.*
READING COMPREHENSION	**UNDERSTANDING**		• Re-tell stories and narratives using own words and recently introduced vocabulary. • *Use and understand recently- introduced vocabulary during discussions about stories non-fiction, rhymes, and poems during role play.*	• Explain understanding of texts that are pitched beyond the level children can read independently. • *Ask questions to clarify.* • Connect what is read or heard to own experiences. • *Know that the voice telling the story is called the narrator.* • With support, justify views about texts read to them. • *Recognise patterns in texts such as repeated phrases.*	• Understand that books can be used to find things out, and begin to do so.
	RETRIEVAL			• Retrieve key information from a text.	• Refer back to the text for evidence. • *Retrieve information stated within text (may not be obvious).* • Use evidence from a text – may look through the book to aid

					memory or use information.
	INFERENCE			• Discuss the significance of the title.	• Make statements about characters on the basis of what is said and done. • *Identify that the verbs used for dialogue tell us how a character is feeling.* • Demonstrate empathy with characters looking at descriptions and actions. • *Identify evidence of change as a result of events, for example in character behaviour.* • Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios • *Explain how the way a character speaks reflects their personality.*
	PREDICTION		• Anticipate where appropriate key events in stories.	• Identify typical phrases such as story openings and endings. • *Identify goals/motives of the main character on the*	• Predict with increasing accuracy during reading and then adapt prediction in the light of new information.

				basis of what they have said and done. • Predict events and endings/what might happen next based on what has been read.	• *Predict some key events of a story based on the settings described in the story opening.*
	AUTHORIAL INTENT				• Identify elements of an author's style such as familiar characters.
	TEXT ORGANISATION	• Understand that print can have different purposes. • *Know some of the names of different parts of a book: cover, page, front, back, word, picture.*		• Understand that there are a range of non-fiction texts, and that these might be set out in different ways. • *Begin to understand how written language can be structured differently according to genre.* • Identify how non-fiction texts are sequenced. • *Identify the beginning, middle and end of stories and pattern in poetry.*	• Recognise the difference between description in fiction and non-fiction. • *Identify words and phrases that link events.* • Show awareness of use of features of organisation in texts. • *Explain differences between fiction and non-fiction.* • Recognise that information can be grouped according to subject. • *Identify simple literary language such as words/phrases that identify a traditional tale.* • Identify common themes such as those in traditional tales. • *Recognise simple persuasive devices.*

READING BEHAVIOURS	• Understand that print has meaning. • *Know that we read English texts from left to right and from top to bottom.*		• Observe punctuation and use this to aid understanding. • *Identify complete sentences.* • Express preferences linked to own experiences. • *Start to use different voices for characters when reading dialogue aloud.* • Use different voice pitch to indicate exclamation or question. • *Recognise and join in with predictable phrases.* • Appreciate rhymes and poems, and be able to recite some by heart. • *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.* • Participate in discussion about what is read, taking turns and listening to what others say.	• Sustain interest in longer narratives such as a short chapter book. • *Become increasingly familiar with a wider range of stories.* • Recognise simple recurring literary language in stories and poetry. • *Participate in discussion about texts, taking turns and listening to what others say.* • Explain and discuss understanding of books, poems and other material, both those listened to and read independently.
RANGE OF READING			• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what can be read independently. • *Be encouraged to link what is read or heard to own experiences*	• Listen to, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond what can be read independently • *Continue to build up a repertoire of poems learnt by heart,*

				appreciating these and reciting some, with appropriate intonation to make the meaning clear.
READING ENVIRONMENT	Children understand how to use any posters and charts for support when they are reading and spelling. All display related to phonics is taken from the school's selected phonics programme. Dedicated reading area in classroom celebrating reading for pleasure. Class shared book/s (focus of English lessons) are clear – e.g. display on classroom door. This might include information about the author and 'If you enjoyed this, try...'; 'Other books by this author...' and so on. Age-appropriate reading terminology which may be referred to during lessons/guided reading.			