

Cheadle Catholic Infant School

Scheme of Work for Reading.



Love • Respect • Shine

At Cheadle Catholic Infant School we **love** and **respect** each other.
We **love** to learn and let our inner light **shine** brightly in all that we do.

Whole school approach to teaching reading

	Word reading	Comprehension	Reading for Pleasure
EYFS	<ul style="list-style-type: none"> • Daily RWI phonic lessons. • Indoor and outdoor opportunities to practice reading linked to learning. • Opportunities to read in all areas of continuous provision. • Weekly reading 1:1 with teacher. • 2 x Reading books sent home to share. • Daily 1:1 phonic practice (lowest 20%) 	<ul style="list-style-type: none"> • Whole class stories shared daily with discussions, questions and predictions included. • Retelling stories verbally. • Shared and guided reading group work as reading skills progress. 	<ul style="list-style-type: none"> • Whole class stories shared daily. • Exciting and interesting reading areas in each classroom to encourage reading. Books changed regularly. • Weekly visits to the school library to choose a library book. • Library books sent home to share. • Regular DEAR sessions. • Adopt an author. • Battle of the books.
Year 1	<ul style="list-style-type: none"> • Daily RWI phonic lessons include learning new phonemes and decoding real and pseudo words with learnt phonemes. • Learning to read and understand new tier 2 and 3 vocabulary. • English lessons include reading a variety of texts. • Weekly shared reading lessons where teacher models reading and children finger-follow and then read with a partner. • Weekly reading 1:1 with teacher. • 2 x Reading books sent home to share. • Daily 1:1 phonic practice (lowest 20%) • Reading skills are applied in foundation subjects and through independent activities. • Children read for a purpose and develop a love of reading. 	<ul style="list-style-type: none"> • Whole class stories shared daily with discussions, questions and predictions included. • Retelling stories verbally. • 2 x weekly shared reading lessons which include practicing understanding of 'VIPERS' from the National curriculum reading domains. (Vocabulary, Inference, Prediction, Explanations, Retrieval and Sequencing). 	<ul style="list-style-type: none"> • All English lessons begin with a shared book. • Whole class stories shared daily. • Exciting and interesting reading areas in each classroom to encourage reading. Books changed regularly. • Weekly visits to the school library to choose a library book. • Library books sent home to share. • Regular DEAR sessions. • Adopt an author. • Battle of the books.
Year 2	<ul style="list-style-type: none"> • Daily RWI phonic lessons for those children who did not pass the Year 1 Phonics Screening Test or who passed with a borderline score. • Learning to read and understand new tier 2 and 3 vocabulary. • English lessons include reading a variety of texts. • Weekly shared reading lessons where teacher models reading and children 	<ul style="list-style-type: none"> • Daily RWI phonic lesson for those children who have not passed the Year 1 Phonic Screening test which includes shared reading and comprehension work. • Whole class stories shared daily with discussions, questions and predictions. Including longer stories and chapter books. • 2 x weekly shared reading lessons which include practicing understanding of 'VIPERS' 	<ul style="list-style-type: none"> • All English lessons begin with a shared book. • Whole class stories shared daily. • Exciting and interesting reading areas in each classroom to encourage reading. Books changed regularly. • Weekly visits to the school library to choose a library book. • Library books sent home to share. • Regular DEAR sessions.

	finger-follow and then read with a partner. Weekly reading 1:1 with teacher. <ul style="list-style-type: none"> • 2 x Reading books sent home to share. • Daily 1:1 phonic practice (for the children who did not pass the Year 1 phonic screening test) • Reading skills are applied in foundation subjects and through independent activities. • Children read for a purpose and develop a love of reading. 	from the National curriculum reading domains. <ul style="list-style-type: none"> • (Vocabulary, Inference, Prediction, Explanations, Retrieval and Sequencing). 	<ul style="list-style-type: none"> • Adopt an author. • Battle of the books. • Reading champions chosen.
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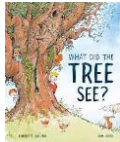
National Curriculum



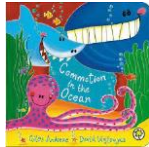
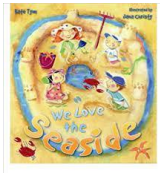
EYFS – Early Learning Goals	
Word Reading	Comprehension
Children at the expected level of development will: <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	Children at the expected level of development will: <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.
Key Stage 1 - Year 1	
Word Reading	Comprehension
Children at the expected level of development can: <ul style="list-style-type: none"> • apply phonic knowledge and skills to decode words. • respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words. • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • read words containing 's, es, ing, ed, er, est' endings. • read words of more than one syllable. • read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the missing letter(s). • 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. 	Children at the expected level of development can: <p><u>1a Vocabulary</u></p> <ul style="list-style-type: none"> • discuss word meanings, linking new meanings to those already known. • draw on what they already know or on background information and vocabulary provided by the teacher. <p><u>1b Explain and Retrieve</u></p> <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them. • listen to a wide range of poems, stories and non-fiction texts. • link what they hear and read to their own experiences. • participate in discussion about what is read to them, taking turns and listening to what others say. • discuss the significance of the title and events. <p><u>1c Sequence</u></p> <ul style="list-style-type: none"> • become familiar with and retell key stories, fairy stories and traditional

<ul style="list-style-type: none"> re-read books to build up their fluency and confidence in word reading. 	<p>Tales.</p> <ul style="list-style-type: none"> recognise and join in with predictable phrases. learn to appreciate and recite rhymes and poems. <p>1d Inference</p> <ul style="list-style-type: none"> make inferences on the basis of what is being said and done. <p>1e Predict</p> <ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far.
<p>Key stage 1 – Year 2</p>	
<p>Children at the expected level can:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills to decode words. read accurately by blending the sounds in words, especially alternative sounds for graphemes. read accurately words of 2 or more syllables. read words containing common suffixes. read most words quickly and accurately, when they have been frequently encountered. re-read books to build up their fluency and confidence in word reading. 	<p>Children at the expected level can:</p> <p>2a Vocabulary</p> <ul style="list-style-type: none"> discuss and clarify word meanings, linking new meaning to those already known. discuss favourite words and phrases. draw on what they already know, or on background information and vocabulary provided by the teacher. <p>2b Explain and Retrieve</p> <ul style="list-style-type: none"> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts. check that the text makes sense to them as they read and correct mistakes. participate in discussion about what is read to them, taking turns and listening to what others have to say. explain clearly their understanding of what is read to them. <p>2c Sequence</p> <ul style="list-style-type: none"> discuss the sequence of events in books and how the information is linked. become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. recognise simple recurring language in stories and poems. continue to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear. <p>2d Inference</p> <ul style="list-style-type: none"> make inferences on the basis of what is being said and done. <p>2e Predict</p> <ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far.



Year 1 Shared Reading texts and NC domain coverage. (Texts chosen link to texts in English lessons)

		Texts	NC Domains
Autumn	1A	<ul style="list-style-type: none"> Traditional Tales Don't hog the Hedge (e-book) 	<ul style="list-style-type: none"> 1e predict 1c Sequence 1b Explain and Retrieve 1e predict 1c Sequence 1a vocabulary 1d inference
	1B	<ul style="list-style-type: none"> Owl babies by Martin Waddell Dogger by Shirley Hughes Moving Molly by Shirley Hughes The Balcony by Melissa Castrillon    	<ul style="list-style-type: none"> 1e Predict 1d inference 1b Explain and Retrieve 1e Predict 1b Explain and Retrieve 1e Predict 1b Explain and Retrieve 1e Predict 1d Inference

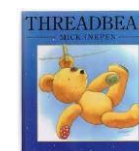
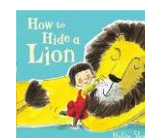
Spring	2A	<ul style="list-style-type: none"> A Thing called Snow by Yuval Zommer The Runaway iceberg (e-book) Polar animals (Non-fiction) 	  	<ul style="list-style-type: none"> 1a Vocabulary 1b Explain and Retrieve 1e predict 1c Sequence 1b Explain and Retrieve 1a Vocabulary 1b Explain and Retrieve
	2B	<ul style="list-style-type: none"> What did the Tree see? By Charlotte Guillain A Forest by Marc Martin Who were the Tudors (Non-fiction) 	 	<ul style="list-style-type: none"> 1a Vocabulary 1e Predict 1b Explain and Retrieve 1e Predict 1c Sequence 1a Vocabulary 1b Explain and Retrieve
Summer	3A	<ul style="list-style-type: none"> Handa's Surprise by Eileen Browne 		<ul style="list-style-type: none"> 1a Vocabulary 1c Sequence

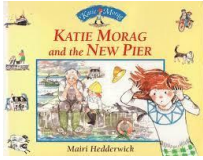
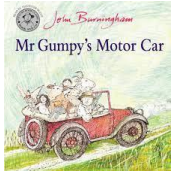
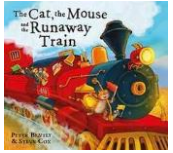
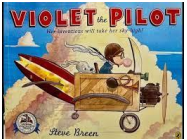
		<ul style="list-style-type: none"> Earth day (e-book) Jungle Jamboree by Jo Empson 	 	<ul style="list-style-type: none"> 1a Vocabulary 1b Explain and Retrieve 1e Predict 1d inference
	3B	<ul style="list-style-type: none"> Commotion in the Ocean by Giles Andreae We love the Seaside by Kate Tym Grace Darling (Non-fiction) 	 	<ul style="list-style-type: none"> 1a Vocabulary 1b Explain and Retrieve 1a Vocabulary 1e Predict 1b Explain and Retrieve 1a Vocabulary 1b Explain and Retrieve

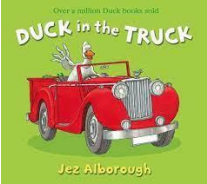
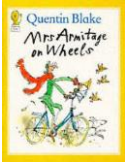

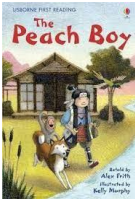
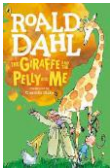
Year 2 Shared Reading texts and NC domain coverage.

		Texts	NC Domains
Autumn	1A	<ul style="list-style-type: none"> The Lonely Giant by Sophie Ambrose The Journey Home by Frann Preston National Poetry Day – Features of poetry. Sun Kenning by James Carter. 	  <ul style="list-style-type: none"> 2e Predict 2b Explain and retrieve. 2e Predict 2b Explain and retrieve 2b Explain and retrieve 2c Sequence

		<ul style="list-style-type: none"> Black History. Facts about Maggie Aderin-Pocock 	<ul style="list-style-type: none"> 2b Explain and retrieve
	1B	<ul style="list-style-type: none"> Poetry – features of Poetry Six ways to Cross a November sky by Sue Hardy-Dawson. The Lion and the Unicorn by Shirly Hughes How to hide a lion by Helen Stephens Father Christmas and the Donkey by Elizabeth Clark or Threadbear by Mick Inkpen or How to catch Santa by Jean Reagan 	<ul style="list-style-type: none"> 2b Explain and retrieve 2b Explain and retrieve 2e Predict 2b Explain and retrieve 2a Vocabulary 2e Predict 2b Explain and retrieve 2a Vocabulary 2e Predict 2b Explain and retrieve 2a Vocabulary 2e Predict 2b Explain and retrieve



Spring	2A	<ul style="list-style-type: none"> Paragraphs from texts. Lunar New Year – Non-fiction Katie Morag and the New Pier 	<ul style="list-style-type: none"> 2d inference 2b Explain and retrieve 2a Vocabulary 2e Predict 2d inference 2b Explain and retrieve
	2B	<ul style="list-style-type: none"> All about dragons (Non-fiction text) Poetry to learn and recite: Question time Zim Zam Zoom The Toy Eater 	<ul style="list-style-type: none"> 2a Vocabulary 2b Explain and retrieve 2a Vocabulary
Summer	3A	<ul style="list-style-type: none"> • Mr Gumpy's car by John Burningham  <ul style="list-style-type: none"> The Cat, the Mouse and the Runaway Train  <ul style="list-style-type: none"> Violet the Pilot by Steve Breen  <ul style="list-style-type: none"> Weird and wonderful transport (non-fiction text) 	<ul style="list-style-type: none"> 2b Explain and retrieve 2c Sequence 2b Explain and retrieve 2d Inference 2a Vocabulary 2d Inference 2e Predict 2b Explain and retrieve 2a Vocabulary 2b Explain and retrieve

		<ul style="list-style-type: none"> • Duck in the Truck by Jez Alborough  <ul style="list-style-type: none"> • Mrs Armitage on Wheels by Quentin Blake  <ul style="list-style-type: none"> • Laika the Astronaut by Owen Davey 	<ul style="list-style-type: none"> • 2b Explain and retrieve • 2b Explain and retrieve • 2b Explain and retrieve
	3B	<ul style="list-style-type: none"> • Peach Boy  <ul style="list-style-type: none"> • The Giraffe the Pelly and Me by Roald Dahl 	<ul style="list-style-type: none"> • 2a Vocabulary 2c Sequence 2e Predict 2b Explain and retrieve • 2a Vocabulary 2b Explain and retrieve

