

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

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

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

- re-read books to build up their fluency and confidence in word reading.

Tales.

- recognise and join in with predictable phrases.
- learn to appreciate and recite rhymes and poems.

**1d Inference**

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

**1e Predict**

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

Key stage 1 – Year 2

**Children at the expected level can:**

- 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.

**Children at the expected level can:**

**2a Vocabulary**

- 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.

**2b Explain and Retrieve**

- 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.

**2c Sequence**

- 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.

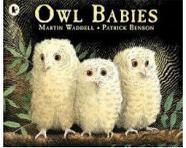
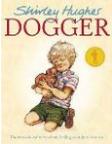
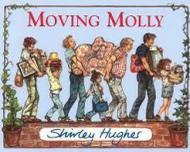
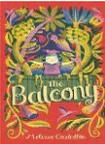
**2d Inference**

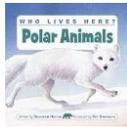
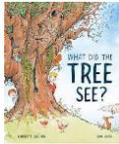
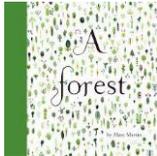
- make inferences on the basis of what is being said and done.

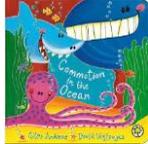
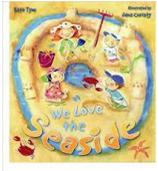
**2e Predict**

- 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)**

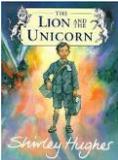
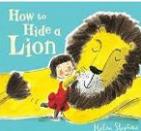
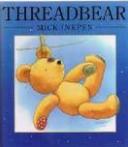
		Texts	NC Domains
Autumn	1A	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Don't hog the Hedge (e-book)</li> </ul> 	<ul style="list-style-type: none"> <li>1e predict</li> <li>1c Sequence</li> <li>1b Explain and Retrieve</li> <li>1e predict</li> <li>1c Sequence</li> <li>1a vocabulary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

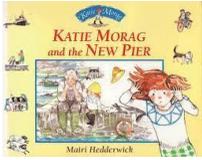
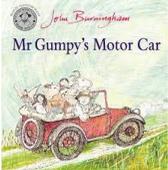
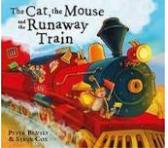
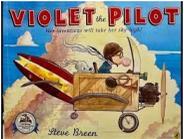
Spring	2A	<ul style="list-style-type: none"> <li>• A Thing called Snow by Yuval Zommer</li> <li>• The Runaway iceberg (e-book)</li> <li>• Polar animals (Non-fiction)</li> </ul>	  	<ul style="list-style-type: none"> <li>• 1a Vocabulary 1b Explain and Retrieve</li> <li>• 1e predict 1c Sequence 1b Explain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

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

**Year 2 Shared Reading texts and NC domain coverage.**

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

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

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

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

