

Barham Primary SCHOOL CURRICULUM MAP – English – KS1 Reading 2023-24

<p>Curriculum offer Our vision- Intent</p> 	<p>At Barham, we strongly believe that developing children’s Reading skills is fundamental in order for them to be able to gain access to and thrive in all areas of the curriculum.</p> <p>We have an English curriculum that is coherently and logically sequenced which is designed to empower and challenge all of our pupils, coming from various parts of the world, so that they become Global citizens of the 21st century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.</p> <p>Our English curriculum shows that we are committed to:</p> <ul style="list-style-type: none"> • Inclusive and equitable quality education (SDG 4) • Reduced Inequalities (SDG 10) • Climate Action (SDG 13) • Gender Equality (SDG5) • Clean water and Sanitation (SDG 6) • Peace, Justice and Strong Intuitions (SDG 16) • Good health and Well-being (SDG3) • Life Below Water (SDG 14) 				
<p>National Curriculum Purpose of study</p>	<p>English Reading has a pre-eminent place in education and in society. A high-quality education in English Reading will teach pupils to speak and read fluently so that they can communicate their ideas and emotions to others through their reading and listening. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak and read fluently are effectively disenfranchised.</p>				
<p>National Curriculum Aims</p>	<p>The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 				
<p>EYFS Early Learning Goals</p>	<p>Communication and Language</p>		<p>English</p>		
	<p><u>Listening, Attention and Understanding</u></p> <p>Hold conversation when engaged in back-and-forth</p>	<p><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full</p>	<p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p>	<p><u>Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their</p>	<p><u>Writing</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

	<p>exchanges with their teacher and peers.</p> <p>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> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>phonic knowledge, including some common exception words.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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<p>National Curriculum – Spoken Language</p> <p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.</p>	<p>National Curriculum – Reading</p> <p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> • word reading • comprehension (both listening and reading). <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>
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<p>Spoken Language</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary
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- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**National Curriculum
ENGLISH READING
Programme of Study**

**Key Stage 1
(Year 1)
READING**

Pupils should be taught to:

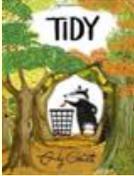
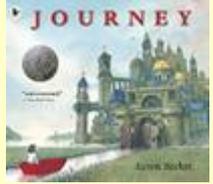
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 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

**Key Stage 1
(Year 2)
READING**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:

	<ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading. • 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 • being encouraged to link what they read or hear read 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 • understand both the books they can already read accurately and fluently and those 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 • 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 • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • 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 • discussing the sequence of events in books and how items of information are related • 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 • 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 • 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 • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
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Year 1						
<p>Core texts:</p>	<p>Autumn 1 Global Goal 3</p> 	<p>Autumn 2</p>	<p>Spring 1</p> 	<p>Spring 2 Global Goal 4</p>	<p>Summer 1 Global Goal 13</p>  <p>Global Goal: Climate Action</p>	<p>Summer 2</p> 

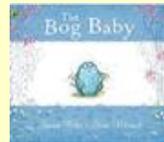
Global Goal: Good Health and Well-being
Global Goal: Good Health and Well-being



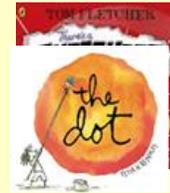
Global Goal: Good Health and Well-being



Global Goal 13
Global Goal 13
Global Goal 6



Global Goal: Quality Education



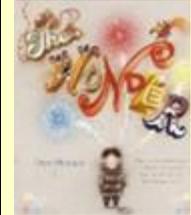
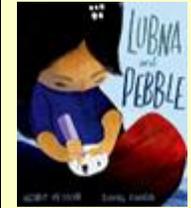
Global Goal: Peace, Justice and Institutions



Global Goal 10



Global Goal 4



The Wonder

Global Goal: Quality Education

Poetry and Performance:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

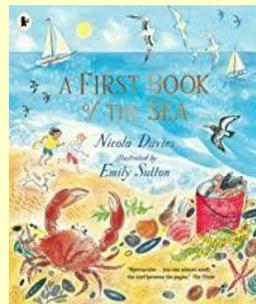
-learning to appreciate rhymes and poems, and to recite some by heart

Acrostic poems

The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.

Poems to Share

A First Book of the Sea – N Davies & E Sutton



Polar Bear, Arctic Hare- Eileen Spinelli

Poems for the children to read, practise, perform and write

Acrostic poems

The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.

Riddles

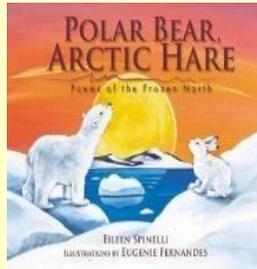
The poem describes a noun but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' Linked to Lesley Clarke's Letters and Sounds- Phase 5b

Water
 - Shirley Hughes
 Queue for the Zoo – Clare Beven

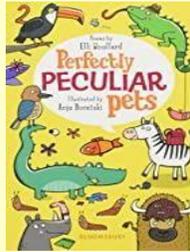
Riddles

The poem describes a noun but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?'

Shape poems (Links to YR and phonics) – Standalone unit- taught in Autumn 2 Poems that are in the shape of what they are about.



Perfectly Peculiar Pets -
E Woollard & A Boretzki



Spaghetti! Spaghetti!
- Jack Prelutsky

Feasts
- Shirley Hughes

There was a Crooked Man

Barham's Phonics Provision:

Year 1:

Lesley Clarke's Letters and Sounds programme outlines that the children in Year 1 should begin on Phase 5a. However it is important to note that the children in Year 1 continue their Phonics journey based upon where they have finished in Reception and assessments of their individual progress.

This is discussed between the teachers in Reception, the new Year 1 teachers and the Strategic, Early Reading and Phonics Lead, in order to place the children in the correct groups at the start of the academic year. For children working behind Lesley Clarke's intended phonics outline, a catch up plan for the cohort alongside Phase 10 interventions are put in place to move the children on and close gaps in their phonics skills and knowledge.

All pupils have daily phonics lessons in targeted groups which are streamed across Year 1. They have an additional phonics lesson three times a week as part of our school's catch up plan.

Autumn 1

Children identified as working below age-related expectations are placed in **Phase 2 groups or revise Phases 3/4**, which follows the teaching structure set out for Phase 3 and 4 in Reception above. Children who have been identified as being ready for Phase 5 are rapidly moved on **to Phase 5a** by the end of this half term.

Opportunities for revision:

Teachers assess children's knowledge from Reception and revisit this as part of the Revisit/Review section of the phonics lesson:

Pupils should be able to correctly identify and write GPCs from **Phases 2 and 3**

Phase 2: s a t p n m d g o c k c k e u r h b f l l s s z z

Phase 3: j v w x y z zz qu sh ch th ng ai ee igh oa oo oo ar or ur ow oi ear air er

Oral blending and segmenting skills (VC, CVC, CCVC, CVCC and CCVCC words)

Pupils will be assessed on their ability to read the following **tricky words**: **l, to the no, go, he, we, she, me, be, was, my, you, they, her, all, are, said, so, have, like, some, come, were, there, little, one, do, when, out, what.**

Autumn 2

Some children will still be developing their phonics skills and knowledge and working through the earlier phonics phases. More children will have moved on to **Phase 5a** following daily phonics assessments of the grapheme and phoneme recall and recognition, their decoding skills and ability to read and spell the tricky words that they have previously been taught.

Opportunities for revision:

- Continue to revisit Phase 2 and 3 phonemes.
- Continue to practise reading words and captions from Phases 2 to 4 including CCVC, CVCC and CCVCC words.
- Continue to practise writing words and captions Phases 2 to 4.
- Build upon knowledge of Phase 2 to 4 tricky words.
- Secure letter-formation skills (Letter Join- **Username: next Password: steps** <https://www.letterjoin.co.uk/>)
- Focus on writing ideas and the composition of sentences. Start to use capital letters at the start of a sentence.
- Beginning to use a full stop at the end of a sentence.
- Children read and re-read their sentences to check they make sense, talking about their writing and the changes needed with their teacher.

Phase 5 of Lesley Clarke's Letters and Sounds Programme:

Each week as documented below, LC's Letters and Sounds plans provide a balance of the following core skills in Phonics:

Phase 5a:

- Reading and writing graphemes
- Blending and segmenting single syllable & polysyllabic words
- Reading and writing tricky words
- Reading and writing sentences

Phase 5:				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content
Phase 5a: Autumn Term: First Half				
1	ie, ue (/oo/ & y/oo/), oe	oh, their	said, so	
2	i-e, o-e, e-e, a-e, u-e	called, asked	like, have	
3	ay, ou, ea, aw	people, looked	were, there	
4	ir, ew (/oo/ & y/oo/), oy, au	Mr, Mrs	some, come	
5	ey, wh, ph	revision	revision	words we don't say as we sound
If there is a week before half term, use this for revision.				

Autumn 2/ Spring 1:

Phase 5b- Covers a balance of core skills in Phonics:

- Reading and writing graphemes
 - Blending and segmenting single syllable & polysyllabic words with newly learned graphemes
 - Reading and writing tricky words
 - Reading and writing sentences
- *Learning alternative spellings for the sounds already learnt for reading

Phase 5b: Autumn Term: Second Half				
6	a (/ai/, /ar*/, /o/), e (/ee/), i (/igh/)	water, again, because	when, what	
7	o (/oa/), u (/oo/long, /oo/short), ow (/oa/)	who, laughed, work	do	
8	ie (/ee/), ea (/e/), er (/ur/)	please, different, friends, where	one	
9	y (/igh/, /ee/, /i/), ch (/c/)	many, any, mouse, eyes	out	
10	c (/s/), g (/j/), ey (/ay/)	once, thought, through	little	
11	le & reading words with rarer alternative pronunciations in PSC framework: ch (/sh/) ou (/oa/, /oo/)			

Opportunities for revision:

Teachers recap the previously taught sounds and tricky words and select phonemes and tricky words according to the plans and their individual daily assessments of the children's needs.

Phase 5a: ie, ue (/oo/ & y /oo/), oe, i-e, o-e, e-e, a-e, u-e, ir, ew, (/oo/ & y /oo/), oy, au, ey, wh, ph)

Reading Tricky Words: oh, their, called, asked, people, looked, do, when, out, what

Spring 2/ Summer 1:

Phase 5c Part 1- Core skills in Phonics:

- Reading and writing graphemes
- Blending and segmenting single syllable & polysyllabic words
- Reading and writing tricky words
- Reading and writing sentences
- Investigating best bets for spelling (i.e. which grapheme is most likely to be used at the beginning/middle/end of a word).

New graphemes/tricky words for spelling are usually introduced at the beginning of the week, best bets are investigated in the middle of the week, followed by 2 lessons in which the children use those best bets to spell words. When 2 sounds are covered in one week this structure is condensed.

Phase 5c Part 1:			
Week	GPCs	Tricky Words: Spelling	Other Content
12	/ai/: revision: ai, a-e, ay, a, ey	Mr, Mrs	best bets for spelling /ai/
13	/ee/: revision: ee, e-e, ea, ey, e, ie, y	people	best bets for spelling /ee/
14	/igh/: revision: igh, ie, i-e, i, y		best bets for spelling /igh/
15	/oa/: revision: oa, oe, o-e, o, ow, ou	oh	best bets for spelling /oa/
16	/oo/ & y/oo/: revision: oo, ue, u-e, ew, u, ou /w/: revision: w, wh		best bets for spelling (y)/oo/ & /w/

Opportunities for revision:

Revising alternative spellings and 'Best Bets' for: */ail, leel, ligh, loal, lool & yool, lool short, loyl*
Spelling tricky words: **Mr, Mrs, people, oh, looked**

Summer 2 (including a week in June 2024 for the statutory *Phonics Screening Check*):

Phase 5c Part 2- Core skills in Phonics:

- Reading and writing graphemes
- Blending and segmenting single syllable & polysyllabic words
- Reading and writing tricky words
- Reading and writing sentences
- Investigating best bets for spelling (i.e. which grapheme is most likely to be used at the beginning/middle/end of a word).

New graphemes/tricky words for spelling are usually introduced at the beginning of the week, best bets are investigated in the middle of the week, followed by 2 lessons in which the children use those best bets to spell words. When 2 sounds are covered in one week this structure is condensed.

The children practise decoding and blending real and 'alien' words in preparation for the **Phonics Screening Check** which takes place in **June 2024**.

Phase 5c Part 2:			
Week	GPCs	Tricky Words: Spelling	Other Content
17	/oo/ short: new: oul revision: oo, u	looked	best bets for spelling /oo/
18	/oy/: revision: oi, oy & /ou/: revision: ow, ou & /f/: revision: f, ff, ph		best bets for spelling /oy/, /ou/, /f/
19	/or/: new: a, al, our revision: or, aw, au	called	best bets for spelling /ai/
20	/ur/: new: or, ear revision: ur, ir, er		best bets for spelling /ur/
21	/ch/: new: tch revision: ch & new ending: ture		best bets for spelling /ch/

Opportunities for revision:

Revising alternative spellings and 'Best Bets' for previously taught phonemes and graphemes including: */oul, lorl, lur/, lchl, ljl, lzl, lsl*

Spelling tricky words: **called and looked**

Barham Reading Pathways sessions:

x1 per week
Reading Comprehension x1 per week
Reading with the class teacher weekly
Lowest 20% readers in targeted Reading provision

Pupils will be grouped according to their colour banded books from target tracker data for guided reading x1 per week. Those reading below Yellow (Red/Pink/Lilac) will need daily reading sessions at their colour band with the class teacher.

Assessment by Target Tracker steps at the end of each half term using formative and summative assessment. Children identified as the lowest 20% of readers in their year group will receive targeted Reading support, including Phase 10 Phonics Interventions as part of our Lesley Clarke Letters and Sounds Phonics Programme.

Throughout the week pupils will take part in a range of reading activities including:
 -Pre-read (LA)
 -Reading with the Class Teacher
 -Comprehension
 -Reading for pleasure
 -Role-play

Home Reading:

Closely matched fully decodable phonics books linked to the children's phonics phase: Phase 2, Phase 3, Phase 4, Phase 5a, b, c.

Big Cats- Red- (Reception S/S+) Yellow- (B1 B) Blue (B1 B+) Green (B1W) Orange (B1W+) Turquoise (B1S/S+)

Reception	Red	Phase 3	
Year 1	Yellow	Phases 3-4	1b
Year 1	Blue	Phase 4	1b+
Year 1	Green	Phase 5a	1w
Year 1	Orange	Phase 5b & c	1w+
Year 2	Turquoise	Phases 5- 6 (end of Year 1)	1s/s+

Activities will vary depending on formative and summative assessment and closing the gap activities. Pupils are encouraged to use the key vocabulary taught and shared which are displayed in the learning environment, during Guided Reading sessions and on lesson flipcharts and PowerPoints, to support with answering questions and as sentence starters and prompts.

Skills/knowledge/concepts (through structured reading sessions/Comprehension):

Word Reading

Pupils will:
 -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
 -Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. Recognise alternative sounds for graphemes.

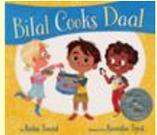
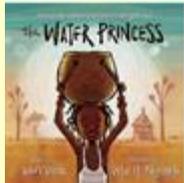
Word Reading

Pupils will:
 -Read accurately words of two or more syllables that contain graphemes taught so far.
 -Read words containing common suffixes.
 -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
 -Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.

Word Reading

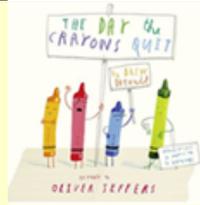
Pupils will:
 -Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
 -Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> -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 he/she can read independently. -Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. -Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. -Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. -Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. 	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done. -Make inferences on the basis of what is said and done in a book he/she is reading independently. 	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links. -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far. -Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. -Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. -Explain what has happened so far in what he/she has read.
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Year 2						
<p><u>Core Texts:</u></p>	<p><u>Autumn 1</u></p>  <p>Global Goal 3</p>	<p><u>Autumn 2</u></p>  <p>Global Goal 5</p>	<p><u>Spring 1</u></p>  <p>Global Goal 4</p>	<p><u>Spring 2</u></p>  <p>Global Goal 13</p>	<p><u>Summer 1</u></p>  <p>Global Goal 3</p>	<p><u>Summer 2</u></p>  <p>Global Goals 6 and 14</p>



Global Goal 4



Global Goal 16



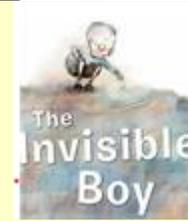
Global Goal 5



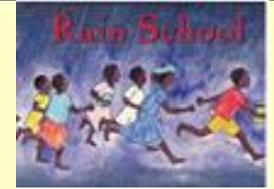
Global Goal 13



Global Goal 16



Global Goal 10



Global Goal 4

Poetry and Performance:

-listening to, discussing and expressing views about a wide range of contemporary and classic poetry

-recognising simple recurring literary language in stories and poetry

-continuing to build up a repertoire of poems learnt by heart

-write poetry

Rhyming poems

ABAB complex rhyme (Links to YR/Y1)

Diamantes -

standalone unit taught in Summer 2 The poem is presented in the shape of a diamond.

The line structure is as follows:

Line 1: Beginning subject;

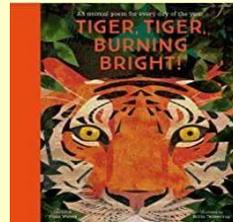
Line 2: Two adjectives about line 1;

Line 3: Three verbs or words ending '-ing' about line 1

Poems to Share

Tiger Tiger Burning Bright

- Fiona Waters



Midnight Feasts: Tasty poems chosen by A.F. Harrold

Poems for the children to read, write and perform

Poems to Perform

Riddles

The poem describes a noun but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' Linked to Lesley Clarke's Letters and Sounds- Phase 5b

ABAB Poems

In an ABAB Poem, the first and third lines rhyme and the second and fourth lines rhyme. The lines do not need to have the same amount of syllables.

Poems to Read

Daddy Fell into The Pond –

Alfred Noyes

Cats Sleep Anywhere – Eleanor Farjeon

Footprints in the Sand – B Williams

A Tiny Burning Flame - Unknown

Owl and the Pussy Cat – E Lear

My Lonely Garden from Take off

Your Brave

– Nadim (aged 4)

<p>Line 4: A short phrase about line 1, a short phrase about line Line 5: Three verbs or words ending '-ing' about line 7; Line 6: Two adjectives about line 7; Line 7: End subject.</p> <p style="text-align: center;"><i>Bike</i> <i>Shiny, quiet,</i> <i>Pedalling, spinning, weaving</i> <i>Whizzing round corners, zooming along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud, Car</i></p>		<p style="text-align: center;">Cobwebs – Unknown</p> <p style="text-align: center;">Rumble in the Jungle – Giles Andre</p> <p style="text-align: center;"><u>Poetry to explore through writing</u></p> <p style="text-align: center;">Acrostic poems (Building on from Y1)</p> <p style="text-align: center;">Simile Poems When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</p> <p style="text-align: center;">Rhyming poems</p>
<p><u>Barham's Phonics Provision:</u></p>	<p><u>Year 2:</u></p> <p><u>Opportunities for revision:</u></p> <p>Teachers assess children's knowledge from Year 1 and revisit this as part of the Revisit/Review section of the phonics lesson. The first few weeks of Year 2 are spent revising, consolidating and assessing the children's knowledge of Phase 5. Children who are working below age-related expectations are placed in targeted phonics groups according to their needs, including children who will need to re-sit/sit the Phonics Screening Check in June.</p> <p>Although the children should begin on Phase 6, where the cohort is slightly behind due to their low starting points and the catch up from Covid years, most children begin on Phase 5C Part 3. However with the high expectations at Barham and our highly experienced and motivated staff, the children are expected to make rapid and sustained progress. This will be monitored and reinforced through daily, robust phonics assessments.</p> <p>In order to compensate for the children's entry points in Year 2, as a school, we use Lesley Clarke's Phase 5c Catch up Medium Term Plan which enables our teachers to carefully plan lessons to rapidly close the gaps in pupils' learning, thus moving them on quicker to Phase 6 once the initial assessments have been carried out. This catch up plan is a condensed and pupil targeted version of Phase 5C and can be found internally within the school upon request.</p> <p><u>Autumn 1</u></p> <p>Phase 5c Part 3: The plans provide a balance of the following key aspects of phonics each week:</p> <ul style="list-style-type: none"> • Reading and writing graphemes • Blending and segmenting single syllable & polysyllabic words • Reading and writing tricky words • Reading and writing sentences • Investigating best bets for spelling (i.e. which grapheme is most likely to be used at the beginning/middle/end of a word). 	

New graphemes/tricky words for spelling are usually introduced at the beginning of the week, best bets are investigated in the middle of the week, followed by 2 lessons in which the children use those best bets to spell words. When 2 sounds are covered in one week this structure is condensed.

Phase 5c Part 3:			
Week	GPCs	Tricky Words: Spelling	Other Content
22	/j/: new: dge, ge revision: j, g		best bets for spelling /j/
23	/z/: new: se & ze revision: z, zz		best bets for spelling /z/
24	/s/: new: ce, se, st revision: s, ss, c		best bets for spelling /s/
25	/n/: new: gn, kn revision: n		best bets for spelling /n/
26	/u/: new: o revision: u /k/: revision: c, k, ck, ch		best bets for spelling /u/ & /k/

Opportunities for revision:

Revising alternative spellings and 'Best Bets': */ai/, /ee/, /igh/, /oa/, /oo/ & /yoo/, /oo/ short, /oy/, /ou/, /or/, /ur/, /chl/, /j/, /z/, /sl/, /nl/, /ul/, /ar/, /air/, /ear/, /m/, /r/, /sh/, /zh/.*

Spelling previously taught tricky words.

Autumn 1-2:

Phase 5c Part 4: The plans provide a balance of the following key aspects of phonics each week:

- Reading and writing graphemes
- Blending and segmenting single syllable & polysyllabic words
- Reading and writing tricky words
- Reading and writing sentences
- Investigating best bets for spelling (i.e. which grapheme is most likely to be used at the beginning/middle/end of a word).

New graphemes/tricky words for spelling are usually introduced at the beginning of the week, best bets are investigated in the middle of the week, followed by 2 lessons in which the children use those best bets to spell words. When 2 sounds are covered in one week this structure is condensed.

Phase 5c Part 4:			
Week	GPCs	Tricky Words: Spelling	Other Content
27	ar/: new: al revision: ar, a*	asked	best bets for spelling /u/
28	/air/: new: are, ear revision: air	their	best bets for spelling /air/
29	/ear/: new: eer, ere revision: ear		best bets for spelling /u/
30	/m/: new: mb revision: m & /r/: new: wr revision: r		best bets for spelling /m/ & /r/
31	/sh/ endings: tion, ssion & /zh/ endings sion, sure		best bets for spelling tion/ssion

Opportunities for revision:

The children will continue to revise previously taught content based on ongoing daily assessments of their phonics skills and knowledge.

- Revision of 'Best Bets'
- Reading and spelling homophones.
- Reading and spelling poly-syllabic words ending in 'et' and 'age.'
- Children who need to take the Phonics check will continue to practise reading real and 'alien-words' e.g.



Spring 1:

Phase 6 Part 1 (Weeks 1-4):

Phase 6 planning covers a range of spelling rules as outlined below:

- Revision of Best Bets for Spelling
- Less Common GPCs
- Prefixes/Suffixes
- Other Spelling Foci

Lesley Clarke's Letters and Sounds Programme covers the aspects below as well as the aspects of the word reading and spelling programmes of study from the KS1 National Curriculum which are not covered by the content taught in the previous phonics phases of the phonics programme. There are also corresponding areas of the punctuation and grammar curriculum included as core concepts within the content of Phase 6.

Week 1:

/sh/ endings: tion, ssion & /zh/ endings: sion, sure /m/ (mb, m) & /r/ (wr, r) /ear/ (eer, ere, ear) /air/ (are, ear, air, ere) /ar/ (al, ar, a*)

Common Exception Words for Spelling: /w/: where, who

Week 2:

/k/ (k, ck, c, ch) /n/ (gn, kn) & /u/ (o, u) /s/ (ce, se, st, s, ss, c) /z/ (se, ze, z, zz) /j/ (dge, ge, j, g)

Common Exception Words for Spelling: /w/: where, who

Week 3:

/ch/ tch, ch, ending: ture (not a grapheme) /ur/ (or, ear, ur, ir, er) /or/ (a, al, our, or, aw, au) /ou/ (ow, ou) & /oi/ (oi, oy) /oo/ short (oul, u, oo)

Common Exception Words for Spelling: /ur/: work /or/: your /ou/: our /oo/: put, push, pull, full, would, could, should

Week 4:

/oo/ long (oo, ue, u-e, ew, u, ou) oa (oa, oe, o-e, o, ow, ou) igh (igh, ie, i-e, i, y) ee (ee, e-e, ea, ey, e, ie, y) /ai/ (ai, a-e, ay, a, ey) & eigh

Common Exception Words for Spelling: /oa/: most, both, old, cold, gold, hold, told, clothes /igh/: find, kind, mind, child, wild

Week 5:

Days of the Week & Numbers

Opportunities for revision: sh/ endings: sion, sure, sual /sh/ endings: cial, tion, ssion /m/ (mb) & /r/ (wr) /ear/ (ear & ere & eer), /air/ (air, ere, ear, are) /ar/ (ar, a, al) /u/ (o) /n/ (gn, kn), /s/ (s, ss, c, se, ce) /z/ (z, zz, se, *ze*) /j/ (g, dge, *ge*) /ch/ (ture (ending, not a grapheme), /ur/ (ur, er, ir, ear, or) /or/ (or, aw, au, a, our, al) /oo/ (oul, u, oo) /ou/ (ow, ou) & /oi/ (oi, oy), /ur/ (ur, er, ir, ear, or) /or/ (or, aw, au, a, our,

al) /oo/ (oul, u, oo) /ou/ (ow, ou) & /oi/ (oi, oy), /ai/ (ay, a-e, ai, a, ey), /ee/ (ea, e-e, y, ie, ey, ee, e) /ie/ (ie, y, i-e, igh, i), /oa/ (ow, oe, o-e, oa, o), /yoo/ & /oo/ (ue, u-e, ew, oo).

Spring 2 (End of Phase 6 part 1 and Part 2 weeks 5-9):

Week 6:

Homophones: ate/eight; see/sea; by/buy; I/eye; no/know; hole/whole; to/too/two

Common Exception Words for Spelling: buy, by; I, eye

Week 7: 7 Polysyllabic words ending in 'et' & 'age'

Common Exception Words for Spelling: through, water

Week 8:

'ing': concept of progressive present/past tense; rules for adding 'ing'

Common Exception Words for Spelling: move, prove, improve

Week 9: 'ed': concept of past tense; pronunciation eg 'jumped'; 'wanted'; rules for adding 'ed'

Common Exception Words for Spelling: laugh

Opportunities for revision:

- Less Common GPCs: /or/: (ough, augh)
- When adding 'ing', choose words containing GPCs which need practice.
- When adding 'ed', choose words containing GPCs which need practice.
- Some Phase 2, 3, 4 & 5 words are irregular past tense verbs.
- When adding 'er', choose words containing GPCs which need practice.
- 'er': concept of; comparative adjectives eg longer; rules for adding 'er'
- 'est': concept of; superlative adjectives eg biggest, hottest; rules for adding 'est'.

Phase 6 Part 3 (weeks 10-14):

Week 10: /or/: (ough, augh) Irregular past tense: changing vowel phoneme; no change; patterns in rhyming sets

Common Exception Words for Spelling: /

Week 11: 'er': concept of changing verb to noun eg run, runner

Common Exception Words for Spelling: thought

REVISION: It is useful to have a revision week at the end of term or during assessment week, therefore teachers adjust accordingly based on the children's needs.

Summer 1:

Week 12:

'er': concept of; comparative adjectives eg longer; rules for adding 'er'

Common Exception Words for Spelling: different

Week 13:

'est': concept of superlative adjective eg longest; rules for adding 'est'

Common Exception Words for Spelling: says, his, has

Week 14:

's'/es': concept of plurals; rules for making plurals

Common Exception Words for Spelling: any, many

Opportunities for Revision:

- When adding 's'/es', choose words containing GPCs which need practice.
- Many words with final // contain long vowel pronunciations of 'a', 'e', 'i', 'o', 'u' from Phase 5b.
- 'y' representing /ee/ from Phase 5b and 5c
- When adding 'ly', choose words containing GPCs which need practice
- Other representations of /or/ from Phases 3 & 5 and best bets in different positions in words.

Phase 6 Part 4 weeks 15-19

Week 15:

Final //: (le, al, el, il)

Common Exception Words for Spelling: friends

Week 16:

'y': concept of changing noun to adjective eg bone, bony; rules for adding 'y'

Common Exception Words for Spelling: of/off

REVISION: Useful to have the week before half term or during assessment week, will be adjusted accordingly.

Summer 2 (Including a week for the Phonics Screening Check in June for pupils who need to re-sit/take the check)

Week 17:

'ly': concept of changing adjective to adverb eg quick, quickly; noun to time adjective eg week, weekly; noun to adjective eg friend, friendly; rules for adding 'ly'

Common Exception Words for Spelling: only

Week 18: /or/: (ar, oor, oar, ore)

Common Exception Words for Spelling: /or/: door, floor, poor, sure

Week 19:

Homophones: our/hour; some/sum; son/sun; sore/saw; for/four/ pair/pear; where/wear; there/their/they're

Common Exception Words for Spelling: our/hour

Opportunities for Revision:

- When adding 'ful' or 'less', choose words containing GPCs which need practice.

Phase 6 Part 5 weeks 20-24

Week 20:

Contractions: concept of combining two words and using apostrophe to indicate missing letters

Common Exception Words for Spelling: -

Week 21: Possessive apostrophe

Common Exception Words for Spelling: every, everybody

Week 22:

'ful': concept of changing noun to another noun eg hand, handful; various root words to adjectives eg truth, truthful; rules for adding 'ful' 'less':
concept of changing noun to adjective eg tooth, toothless; opposite of adding 'ful'; rules for adding 'less'

Common Exception Words for Spelling: beautiful

Week 23:

Compound Words

Common Exception Words for Spelling: today

Week 24:

Compound Words

Common Exception Words for Spelling: today

Opportunities for Revision:

When adding 'en', teachers will choose words containing GPCs which the children need to practice.

When adding 'un', choose words containing GPCs which the children need to practice.

When adding 'ness' & 'ment', choose words containing GPCs which the children need to practice.

Phase 6 Part 6 weeks 25-29

It is our school's ambitious intention to increase the number of phonics lessons which occur per day each week in Year 2 as we do in Year 1, and we will build in revision weeks for assessment as recommended by Lesley Clarke, based on our pupils' needs. Double phonics sessions allow children to move through the phonics programme at a quicker pace whilst still receiving quality-first teaching. However, should the children need to consolidate their phonics skills in other areas of the phonics programme in Year 2, there will be a clear plan in place for any children who do not cover the last part of Phase 6 to do so rapidly, during the first few weeks of Year 3.

- Revision of Best Bets for Spelling
- Less Common GPCs
- Prefixes/Suffixes
- Other Spelling Foci

Week 25:

Adding prefix 'un'; concept of negative verb or adjective.

Common Exception Words for Spelling: again, Christmas

Week 26:

'ness': concept of changing adjective to noun eg late, lateness; rules for adding 'ness' 'ment': concept of changing verb to noun eg enjoy, enjoyment; rules for adding 'ment'

Common Exception Words for Spelling: busy, pretty

Week 27:

/ai/: (ea) Homophones: great/grate; break/brake; steak/stake; blue/blew; knew/new; here/hear; deer/dear; quite/quiet; night/knight; won/one; bare/bear

Common Exception Words for Spelling: great, break, steak

Week 28:

28 Schwa: (or, ar, our, a)

Common Exception Words for Spelling: sugar

Week 29:

Schwa: (a, e, o)

Common Exception Words for Spelling: behind, children, parents

Opportunities for revision:

- The children will revise all content from this year and have any gaps in their learning addressed.

<p><u>Barham Reading Pathways:</u></p> <p>x1 per week Reading Comprehension x1 per week Reading with the class teacher weekly Lowest 20% readers in targeted Reading provision</p> <p>Transition into Destination Reader in Spring 2</p>	<p>Pupils will be grouped according to their colour banded books from target tracker data for guided reading x1 per week. Those reading below Purple (Turquoise/ Orange/Green) will need daily reading at their colour band with class teacher at their level. Assessment by Target Tracker steps at the end of each term using formative and summative assessment. The lowest 20% of readers will receive targeted Reading support, including Phase 10 Phonics Interventions as part of our Lesley Clarke Letters and Sounds Phonics Programme.</p> <p>Throughout the week pupils will take part in a range of reading activities including: -Pre-read (LA) -Reading with the Class Teacher -Comprehension -Reading for pleasure</p> <p>Activities will vary depending on formative and summative assessment and closing the gap activities. Pupils are encouraged to use the key vocabulary taught and shared which are displayed in the learning environment, during Guided Reading sessions and on lesson flipcharts and PowerPoints, to support with answering questions and as sentence starters and prompts.</p>						
<p>Home Reading:</p> <table border="1" data-bbox="107 443 237 579"> <tr><td>Purple</td></tr> <tr><td>Gold</td></tr> <tr><td>White</td></tr> <tr><td>Lime</td></tr> </table> <p>Big Cats- Purple- (B2 B) Gold- (B2 B+) White (B2 W/W+) Lime (B2S/S+)</p>	Purple	Gold	White	Lime			
Purple							
Gold							
White							
Lime							
<p><u>Skills/knowledge/concepts (through their DR structured week /structured reading sessions/Comprehension):</u></p>	<p><u>Word Reading</u></p> <p><i>Pupils Will:</i></p> <ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. -Recognise alternative sounds for graphemes. -Read accurately words of two or more syllables that contain graphemes taught so far. 	<p><u>Word Reading</u></p> <p><i>Pupils Will:</i></p> <ul style="list-style-type: none"> -Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. -Read words containing common suffixes. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<p><u>Word Reading</u></p> <p><i>Pupils Will:</i></p> <ul style="list-style-type: none"> -Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute. -Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 				
	<p><u>Reading Comprehension</u></p> <p><i>Pupils Will:</i></p> <ul style="list-style-type: none"> -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 he/she can read independently. -Develop pleasure in reading, motivation to read, vocabulary and understanding by 	<p><u>Reading Comprehension</u></p> <p><i>Pupils Will:</i></p> <ul style="list-style-type: none"> -Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. -Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<p><u>Reading Comprehension</u></p> <p><i>Pupils Will:</i></p> <ul style="list-style-type: none"> -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links. -Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far. 				

	<p><i>discussing the sequence of events in books and how items of information are related.</i></p> <p><i>-Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</i></p> <p><i>-Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</i></p> <p><i>-Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i></p>	<p><i>-Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</i></p> <p><i>-Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</i></p> <p><i>-Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.</i></p>	<p><i>-Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</i></p> <p><i>-Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</i></p> <p><i>-Explain what has happened so far in what he/she has read.</i></p>
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