



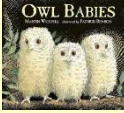
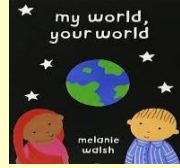
Barham Primary SCHOOL CURRICULUM MAP – English – EYFS READING
2023-24

<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 Intentions (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 <u>Early Learning Goals</u></p>	<p align="center">Communication and Language</p>		<p align="center"><u>English</u></p>		
	<p align="center"><u>Listening, Attention and Understanding</u></p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p align="center"><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of</p>	<p align="center"><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p align="center"><u>Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their</p>	<p align="center"><u>Writing</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</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>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>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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Nursery

<p>Core texts:</p>	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Spot Loves Nursery</p>  <p style="text-align: right;">(GG 4)</p> <p>Mine (GG 16)</p>  <p>Owl Babies (GG 3)</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Rama and the Demon King</p>  <p>Peppa's Diwali</p>  <p>My World, Your World (GG 10)</p>	<p style="text-align: center;"><u>Spring 1</u></p>  <p style="text-align: center;">Global Goal 3</p>  <p style="text-align: center;">Global Goal 4</p>	<p style="text-align: center;"><u>Spring 2</u></p>  <p style="text-align: center;">Global Goal 10</p>  <p style="text-align: center;">Global Goal 6 & 14</p>	<p style="text-align: center;"><u>Summer 1</u></p>  <p style="text-align: center;">Global Goal 13</p> 	<p style="text-align: center;"><u>Summer 2</u></p>  <p style="text-align: center;">Global Goal 4</p>
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	  Rosa Plays Ball (GG 5)	 Nativity				
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Poetry and Performance:

Communication and Language:


- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Expressive Arts and Design:

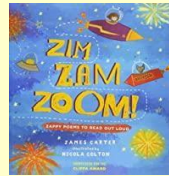
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.

Poems to Share

Poems Out Loud - L Stansfield



Zim Zam Zoom - J Carter & N Colton



Rhymes, Poems and Songs for the children to Perform

Incy Wincy Spider

Dingle Dangle Scarecrow

Grand Old Duke

Humpty Dumpty

Oat and Beans and Barley Grow

The children also explore Rhymth and Rhyme as part of Phase 1 Phonics, Aspect 4.

Barham's Phonics Provision:

Phase 1 Phonics Programme supported by Lesley Clarke's Letters and Sounds:

Autumn 1 and 2:

Aspect 1 – Environmental sounds
Aspect 2 - Instrumental sounds
Aspect 3 - Body Percussion

Phase 1 Phonics Programme supported by Lesley Clarke's Letters and Sounds:

Spring 1-2 :

Aspect 4 - Rhythm and Rhyme (to experience and appreciate rhythm and rhyme)
Aspect 5 – Alliteration
Aspect 6 - Voice Sounds
Aspect 7 - Oral blending and segmenting (for the pupils who are ready)

Phase 1 Phonics Programme supported by Lesley Clarke's Letters and Sounds:

Summer 1 & 2:

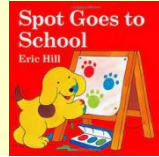
Phase 1 Aspect 7 (Oral blending and segmenting)
 Closing of gaps in Aspects 1-6 of Phase 1

	<p><u>Core skills:</u></p> <ul style="list-style-type: none"> *Developing children's listening skills (whole-body listening) *Tuning into sounds in the environment *Listening and remembering sounds (auditory memory and sequencing) *Talking about sounds (developing vocabulary and language comprehension) 	<p><u>Core skills:</u></p> <ul style="list-style-type: none"> *The children continue to consolidate good listening skills and Aspects 1-3. *Children continue to develop their ability to recognise their name and continue mark making 	<p><u>Core skills:</u></p> <ul style="list-style-type: none"> *Hearing the initial sound in words (e. g. knowing that 'ant' begins with an /a/ sound) *Blending the sounds in VC and CVC words (e. g. 'up' and 'tap') *Segmenting the sounds in VC and CVC words (e. g. 'up' would be sounded out 'u-p' and tap 't-a-p') <p>They will continue to consolidate their listening skills and all aspects of Phase 1. Pupils in need of further support would begin Phonics 10 intervention groups.</p>		
<p>1:1 reading Whole class reading Small group story sessions:</p>	<p>Pupils will be grouped according to their needs and abilities when participating in regular reading sessions at their colour band with the class teachers. 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. The children identified as being able to read to be targeted in small groups to use Lesley Clarke's Phase 2 Phonics Programme when they are ready.</p> <p>Throughout the week pupils will take part in a range of reading activities including: -Reading with the Class Teacher -Reading for pleasure -Role-play</p> <p>There will be a continuous provision of Phase 1 activities in the learning environment. Pupils are encouraged to use the key vocabulary taught and shared during whole class and group story sessions which are displayed in the learning environment</p>				
<p>Skills/knowledge/concepts:</p>	<p><u>Word Reading</u></p> <p>Pupils will:</p> <p><i>Understand the five key concepts about print:</i> -<i>that print has meaning.</i> -<i>that print can have different purposes.</i> -<i>that we read English text from left to right and from top to bottom.</i> - <i>the names of the different parts of a book.</i> - <i>page sequencing.</i></p>	<p><u>Word Reading</u></p> <p>Pupils will:</p> <p><i>-Develop their phonological awareness, so that he/she can count or clap syllables in a word (Phase 1 Aspect 4).</i> <i>-Develop their phonological awareness, so that he/she can spot and suggest rhymes (Phase 1 Aspect 4).</i></p>	<p><u>Word Reading</u></p> <p>Pupils will:</p> <p><i>-Develop their phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother (Phase 1 Aspect 7).</i></p>		
<p>Home reading:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="background-color: #d1c4e9;">Lilac</td></tr> <tr><td style="background-color: #f48fb1;">Pink</td></tr> </table>	Lilac	Pink	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <p>-Engage in extended conversations about stories, learning new vocabulary.</p>		
Lilac					
Pink					

Reception

Core texts:

Autumn 1- All about me



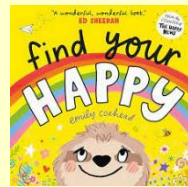
Spot goes to school

Global Goal: Quality Education



Going to school

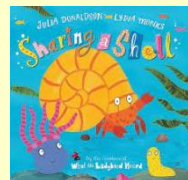
Global Goal: Quality Education



Find your happy

Global Goal: Good Health and Well-being

Sharing Shell



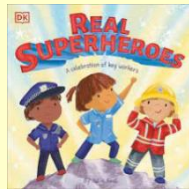
Autumn 2- Our Community



We're going on a leaf hunt



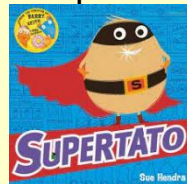
Little Acorn



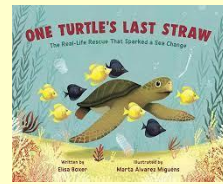
Real superheroes Firefighters (non fiction)



Supertato



Spring 1- Our Earth and beyond



One Turtle's Last Straw

Global Goal: Clean Water and Sanitation



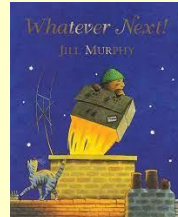
King of the Swamp

Global Goal: Clean Water and Sanitation

Tree



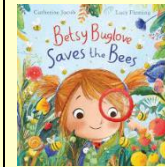
Global Goal: Climate Action



Spring 2

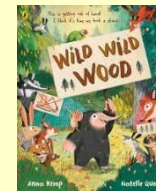
Bee and me

Global Goal: Climate Action



Betsy Buglove saves the bees

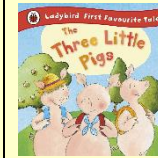
Global Goal: Climate Action



Wild Wild Wood

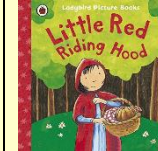
Global Goal: Climate Action

Summer 1- Traditional Tales



The Three Little Pigs

Global Goal: Quality Education



Little Red Riding Hood

Global Goal: Quality Education

Princess Smarty pants



Global Goal: Gender Equality

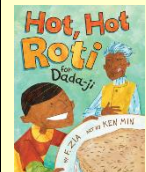
Summer 2- All around the world

Global Goal: Quality Education

Handa's Surprise



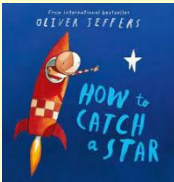

Global Goal: Gender Equality



Hot Hot Roti for Dada-ji

Global Goal: Reduced Inequalities

Ancient Greece (non fiction)

	<p>Global Goal: Clean Water and Sanitation</p>  <p>Sulwe</p> <p>Global Goal: Reduced Inequalities</p>	<p>Global Goal: Peace, Justice and Strong Institutions</p>  <p>Father Christmas needs a wee</p>	<p>Whatever Next</p>  <p>How to Catch a Star</p>  <p>Space (non-fiction)</p>	<p>Jack and the Beanstalk</p>  <p>Global Goal: Quality Education</p>		
<p><u>Poetry and Performance:</u></p> <p>Communication and Language:</p> <ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. <p>Early Learning Goals:</p> <p>Literacy:</p> <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. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<p><u>Poems to Share</u></p> <p>Incy Wincy Spider Oats and Beans and Barley Grow Dingle, Dangle Scarecrow Humpty Dumpty</p>			<p><u>Rhymes, Poems and Songs for the children to practise and perform</u></p> <p>A range of poems based on Lesley Clarke's Letters and Sounds Phonics Programme 'My Phonics Poems' Phase 4 including:</p> <p>Shall I? Phase 4 Week 1 Monsters- Phase 4 Week 2 5 Little Insects- Phase 4 Week 3 Phase 4 Week 4 What do you do when you go out?</p>		
<p><u>Barham's Phonics Provision:</u></p>	<p>All children are exposed to continuous Phase 1 provision within their learning environment in Reception whilst waiting for all of the children to start school which usually occurs within the first three to four weeks of school. During this time, teachers and learning assistants focus on consolidating the children's phonics skills from Nursery including oral segmenting and blending.</p>					

Children who have been identified as requiring further support will receive targeted support using Phase 10 interventions and small group phonics sessions.

As they progress throughout Reception, the children are exposed to Phases 2, 3 and then 4 of Lesley Clarke's Letters and Sounds programme.

Autumn 1 & 2

Phase 2 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:

- **Hearing the first sound of a word**
- **Grapheme-phoneme-correspondence**
- **Oral blending and segmenting**
- **Reading and writing graphemes (the latter includes finding from a set)**
- **Blending and segmenting VC and CVC words**
- **Reading tricky words**
- **Reading captions and demonstrating writing captions**

Phase 2: Autumn Term: First Half & Just Into Second Half				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 st time)
1	s, a, t, p			oral blending and segmenting hearing the first sound of a word
2	i, n, m, d			blending VC and CVC words
3	g, o, c, k,	HF word: and		segmenting VC and CVC words demonstrating reading captions
4	ck, e, u, r	to, the		reading captions (supported) demonstrating spelling captions
5	h, b, f, ff, l, ll	no, go	model: to, the	
6	ss	I		reading plurals ending in 's', polysyllabic words & words we don't say as we sound
7	REVISION			demonstrating writing of polysyllabic words

Opportunities for revision: Revision weeks are built in as needed based on the teachers' formative assessment of the children's progress using their daily assessment sheets.

Spring 1 & 2

Phase 3 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:

- **Reading and writing graphemes (the latter includes finding from a set)**
- **Blending and segmenting VC, CV and CVC words**
- **Reading tricky words**

- Spelling tricky words
- Reading polysyllabic words
- Spelling polysyllabic words
- Reading captions and sentences
- Writing captions and sentences
- Learning and using letter names
- Learning and using capital letters.

Phase 3+: End of Autumn Term and all Spring Term additions/changes to 2007 LaS ('ure' removed)				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 st time)
1	j, v, w, x		the	letter names
2	y, z, zz, qu	he, we	to	
3a				capital letters
3	sh, ch, th, ng	she, me, be		
4	ai, ee, igh, oa	was	no, go	blending & segmenting CVs
5	oo, oo, ar, or	my		
6	ur, ow, oi, ear	you		
7	air, er	they		
8		her		spelling words ending k/ck, s/ss, f/ff/, l/l
9		all		blending & segmenting words ending in 's' reading words ending 's and es.
10		are		reading words we don't say as we sound
REVISION: Insert 2-3 single weeks of revision where needed. Possibly 1 after week 3a & 1 after week 4/5.				

Opportunities for revision: Revision weeks are built in as needed based on the teachers' formative assessment of the children's progress using their daily assessment sheets.

Summer 1 & Summer 2:

Phase 4 of Lesley Clarke's Letters and Sounds Programme:

The plans provide a balance of the following core skills in phonics each week:

- Reading and writing graphemes (this is mostly revision at phase 4, as there is only one new grapheme)
- Blending and segmenting words containing adjacent consonants (including polysyllabic words)
- Reading contractions
- Reading words ending in 'est' or 'ed'
- Reading and writing tricky words
- Reading and writing captions and sentences
- Letter names (revision from Phase 3)

Phase 4+: Summer Term (additions to 2007 LaS)				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content
1		said, so	he, she, we, me, be	blending & segmenting CVCCs
2		have, like, some, come	was, you	blending & segmenting CCVCs & CVCCs
3		were, there, little, one	they, all, are	
4		do, when, out, what	my, her	
5			Revision: weeks 2-4	blending & segmenting CCVCs
6				reading words ending 'est', contractions ending n't, 've & words we don't say as we sound
7	ve			reading contractions ending 'll & words ending 'ed'
REVISION: Use rest of summer term to teach aspects of Phases 2-4 shown as insecure in assessments				

Opportunities for revision: Revision weeks are built in as needed based on the teachers' formative assessment of the children's progress using their daily assessment sheets.

Barham Reading Pathways sessions:

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

Children develop and consolidate their understanding of the core skills in Reading from Nursery, including the five key concepts about print such as the fact that print conveys meaning and reading from left to right, top to bottom when handling books. They also continue to develop their phonological awareness.

Once assessed as being ready to start, the children begin Guided Reading sessions in small groups of 2-6 children, building up to groups of 6 children, as they begin learning to decode and blend using the first 6-8 taught GPCs in Phase 2 Phonics.

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 (with Learning Assistants- LAs)
 - Reading with the Class Teacher
 - Reading for pleasure
 - Role-play
 - Whole class stories

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. This supports them with answering questions as do the sentence starters and prompts.

Core skills/knowledge/concepts:

Word Reading

Children at the expected level of development will say a sound for each letter in the alphabet and at least 10 digraphs.

Word Reading

Pupils will:
-Read individual letters by saying sounds for them.

Word Reading

Pupils will:
-Read a few common exception words matched to the school's phonic programme.

		<p><i>-Blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say the sounds for them.</i></p>	<p><i>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></p> <p><i>Read aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG).</i></p>
<p>Home reading:</p> <p>Lilac</p> <p>Pink</p> <p>Red</p>	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <p><i>-Re-read books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment.</i></p> <p><i>-Anticipate, where appropriate, key events in stories (ELG).</i></p>	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <p><i>-Demonstrate an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG).</i></p>	<p><u>Reading Comprehension</u></p> <p>Pupils will:</p> <p><i>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG).</i></p> <p><i>- Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG).</i></p> <p><i>- Write simple phrases and sentences that can be read by others (ELG).</i></p>