



Curriculum Progression Map Reading- Phonics and Decoding



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



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Nursery

How it looks at Shawclough	<p>Sounds in the environment. RWI sounds when child ready. Sharing and repetition of range of books. Modelling reading, following print, handling of books, sharing front cover, page turning, book orientation Range of books accessible to children at all time. Different print in the environment – labels, sentences, questions, children’s names</p>
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word
Common Exception Words	
Fluency	<p>To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences.</p>



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