

My Thinking Curriculum Pathway

English

READING



Informal Curriculum

The intent is that the curriculum elicits reactions, builds relationships, establishes preferences, finds motivators, develops interests, supports curiosity and encourages intrigue and exploration. Students learn to make connections and explore the world around them. **Pupils are taught to;**

look at people's faces and respond to familiar adults	respond to sounds	responds to sounds of familiar adults voices	show anticipation in burst pause activities e.g. pre-empting sounds or actions in familiar poems	explores making sounds	make choices, reject and request
respond consistently to show likes and dislikes	look towards an object that is moved out of sight	visually track in vertical and oblique direction	use touch to explore objects e.g. focusing attention on sensory aspects of stories or rhymes when prompted	reach for objects	Actively explore objects and events for more extended periods e.g. turning the pages in a book shared with another person

Semi-Formal Curriculum

The intent is that students explore patterns and sequences, social and moral dilemmas, language for thinking, pattern, memory, and ways of finding new information. They select a few words, symbols or pictures with which they are familiar with and derive some meaning from text, symbols or pictures presented in a way familiar to them. They match objects to pictures and symbols. Where appropriate, pupils will access our Monster Phonics reading scheme. **Pupils are taught to;**

explore books and hold them the correct way	show anticipation of what is going to happen (e.g. turns page)	look at books independently	say a single sound for up to 20+ graphemes	understand that words, symbols and pictures convey meaning. They recognise/read a growing repertoire of familiar words/symbols	say a single sound for up to 40+ graphemes
join in with stories	listen to stories with increased attention and understanding	join in with repeated refrains and rhymes	describe the main setting/events and recount a short sequence of events	respond to simple questions that require simple recall	ask pertinent questions to gain more information

Formal Curriculum

The intent is that students learn to read fluently, understand both fiction and non-fiction and are encouraged to read for pleasure and for purpose. **Pupils are taught to;**

apply phonic knowledge and skills as the route to decode words	read accurately by blending the sounds in words –containing all 40+graphemes	read aloud books that are consistent with their phonic knowledge	talk about events in a story and link to their own experiences	retell some of the story	answer questions in discussion with an adult and make simple inferences
read accurately most words of two or more syllables	read most words containing common suffixes	read most common exception words	read most words accurately without overt sounding and blending	correct any inaccurate reading and check it makes sense to them	read sufficiently fluently to focus on understanding rather than decoding words