



Comberton Primary School English Curriculum- Reading

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Reading Intent

Language provides the foundation of thinking and learning. At Comberton, we strive to prioritise this through implicit and explicit teaching beginning in Early Years and remaining throughout. Both decoding and comprehension skills are necessary for confident and competent readers; neither is sufficient on its own. We aim to provide a wide range of language and literacy experiences to develop children's understanding of written text through different media, genres of text and a wide range of content topics. Early Reading is prioritised above all else. Leaders support training to ensure all staff have the necessary pedagogical skills and content knowledge. Staff support learning through their responsiveness (checking if extra support is needed or learning can be accelerated by identifying specific capabilities or difficulties), and adaptations (making purposeful, timely adaptations suited to the current needs of the children and promoting engagement).

At Comberton, our aim is for every child to become a fluent reader. We want children to develop a love for reading whilst becoming fluent readers in order for them to reach age related expectations or make good progress from their starting point. Our curriculum has been designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress. We respond to the changing needs of each cohort year upon year.

The aims of teaching reading in our school are to develop pupils who:

- display positive attitudes towards reading and read for pleasure at home and school
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently
- read easily and fluently with good understanding across both fiction and non-fiction
- acquire a wider vocabulary that they then use in their own language
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way
- develop their reading in all subjects to support their wider curriculum learning
- develop a love of reading
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

National Curriculum Overview

Statutory Framework for the Early Years Foundation Stage: Comprehension and Word Reading (page 13)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

National Curriculum: Reading

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Reading Progression

Word Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>In Year 3, pupils will begin to develop their skills in these areas. In Year 4, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.</i>		<i>In Year 5, pupils will begin to develop their skills in these areas. In Year 6, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.</i>	
Word Reading	<p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (special friends).</p> <p>Read words consistent with their phonic knowledge by sound-blending from left to right.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>In line with our Read Write Inc. phonics scheme the children will develop their skills by:</p> <p>Applying phonic knowledge to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes where applicable.</p> <p>Read accurately by blending taught GPCs.</p> <p>Read multisyllabic words containing taught GPCs.</p> <p>Read aloud phonetically decodable texts.</p> <p>Read common exception words.</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllabic words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words (when they have been frequently encountered) quickly and accurately without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out</p>	<p>In the reading of age appropriate texts:</p> <p>Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. (Prefixes dis-, mis-, in-, il-, im-, re-, sub-, inter- super-, anti-, auto-, suffixes –ation, -ly, -ous and word endings –sure, -ture, -sion, -tion, -ssion, -cian)</p> <p>Read many (year 3) or most (year 4) further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p> <p><i>In order to be working within year group expectations in year 3, pupils should read texts containing taught GPCs accurately and at a speed which is sufficient for them to focus on understanding what they read rather than on decoding individual words.</i></p> <p><i>By the end of year 4, pupils should be able to read aloud a wider range of books and poetry written at an age-appropriate level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.</i></p>	<p>In the reading of age appropriate texts:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. (Suffixes, prefixes and endings outlined in previous years, plus endings –cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency).</p> <p><i>In order to be working within year group expectations within year 5, pupils should be able to read a range of texts written at an age-appropriate level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.</i></p> <p><i>By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum across all subjects in year 7.</i></p>		

		<p>Read common suffixes (-s, -es, -ing, -ed, -er and -est).</p> <p>Read contractions and understand use of apostrophes.</p> <p><i>Pupils should read words without overt sounding and blending after a few encounters. By the end of year 1, pupils should be able to read all common graphemes, applying this to the reading of unfamiliar words containing them accurately and without undue hesitation. Common words containing GPCs taught should be read without needing to blend the sounds out loud first.</i></p>	<p>unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p><i>By the end of year 2, pupils should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</i></p>		
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Reading Progression

Comprehension

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>In Year 3, pupils will begin to develop their skills in these areas. In Year 4, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.</i>		<i>In Year 5, pupils will begin to develop their skills in these areas. In Year 6, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.</i>	
Vocabulary	<p>Children at the expected level of development will:</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Link what they read and hear to their own experiences.</p> <p>Retell key stories, fairy stories and traditional tales and consider their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Discuss the significance of the title and events.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify meanings of words, making links to known vocabulary. Discuss their favourite words and phrases.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words and phrases which capture the reader’s interest and imagination.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand nuances (differences in meaning) in vocabulary choice and age-appropriate academic vocabulary.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>		
Inference		<p>Make inferences on the basis of what is being said and done.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Make inferences on the basis of what is said and done.</p> <p>Answer and ask questions.</p>	<p>Draw inference such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Ask questions to improve their understanding of a text.</p>	<p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	
Prediction		<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>		
Explanation (making comparisons) (structure)		<p>Draw on what they already know or on</p>	<p>Show understanding of books by drawing on what they already know or on background</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Select books that are structured in different ways and engage in reading for a range of purposes.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Independently make comparisons within and across books.</p>		

		<p>background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Appreciate rhymes and poems, and recite some by heart.</p>	<p>information provided.</p> <p>Explain and discuss their understanding of texts, both those that they listen to and read for themselves.</p> <p>Develop an awareness of how non-fiction texts are structured in different ways.</p> <p>Become familiar with and retell a wider range of stories, fairy stories and traditional tales. Answer simple questions about what they have just read.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Justify their views about what they have read.</p> <p>Retrieve and record information from a variety of text types, including non-fiction.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p> <p>Retrieve, record and present information from a variety of text types, including non-fiction.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p>
Retrieval					
Summarise					

Reading Progression

Range of Reading & Performance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>In Year 3, pupils will begin to develop their skills in these areas. In Year 4, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.</i>		<i>In Year 5, pupils will begin to develop their skills in these areas. In Year 6, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.</i>	
Range of Reading & Performance	<p>Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Listen to and discuss a range a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Appreciate rhymes and poems, and recite some by heart.</p>	<p>Listen to, discuss and express 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.</p> <p>Participate in discussion about the range of texts read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Build a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books/textbooks.</p> <p>Increase familiarity with a range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Prepare poetry and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Seek to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Select books that are structured in different ways and engage in reading for a range of purposes.</p> <p>Read widely and frequently, outside as well as in school.</p> <p>Learn a range of poetry by heart, preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p>		

Reading Assessment

Nursery

3 and 4 year olds

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Engage in extended conversations about stories, learning new vocabulary.

Reception

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs (special friends);
- Read words consistent with their phonic knowledge by sound-blending from left to right;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Children at the expected level of development will:

- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Range of Reading and Performance

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

**End of Year Book Stage
Expectation: Green/Purple**

Year 1

Word Reading

In line with our Read Write Inc. phonics scheme the children will develop their skills by:

- Applying phonic knowledge to decode words.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes where applicable.
- Read accurately by blending taught GPCs.
- Read multisyllabic words containing taught GPCs.
- Read aloud phonetically decodable texts.
- Read common exception words.
- Read common suffixes (-s, -es, -ing, -ed, -er and -est).
- Read contractions and understand use of apostrophes.

Pupils should read words without overt sounding and blending after a few encounters. By the end of year 1, pupils should be able to read all common graphemes, applying this to the reading of unfamiliar words containing them accurately and without undue hesitation. Common words containing GPCs taught should be read without needing to blend the sounds out loud first.

Comprehension

- Link what they read and hear to their own experiences.
- Retell key stories, fairy stories and traditional tales and consider their particular characteristics.
- Recognise and join in with predictable phrases.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Discuss word meanings, linking new meanings to those already known.
- Predict what might happen on the basis of what has been read so far.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading.
- 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.
- Appreciate rhymes and poems, and recite some by heart.

Range of Reading and Performance

- Listen to and discuss a range a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Appreciate rhymes and poems, and recite some by heart.

**End of Year Book Stage
Expectation Blue/Grey**

Year 2

Word Reading

- Secure phonic decoding until reading is fluent.
- Read accurately by blending, including alternative sounds for graphemes.
- Read multisyllabic words containing these graphemes.
- Read common suffixes
- Read exception words, noting unusual correspondences.
- Read most words (when they have been frequently encountered) quickly and accurately without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Reread these books to build up their fluency and confidence in word reading.

By the end of year 2, pupils should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Comprehension

Although VIPERS outlines the domains taught in these year groups, reading lessons adopt a holistic approach to reading; these are based on discussion and building knowledge of the text as a whole, rather than domains taught in isolation.

Vocabulary	Inference	Prediction	Explanation (making comparisons) (structure)	Retrieval	Sequence
<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify meanings of words, making links to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Make inferences on the basis of what is said and done.</p> <p>Answer and ask questions.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Show understanding of books by drawing on what they already know or on background information provided.</p> <p>Explain and discuss their understanding of texts, both those that they listen to and read for themselves.</p> <p>Develop an awareness of how non-fiction texts are structured in different ways.</p>	<p>Become familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Answer simple questions about what they have just read.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p>

**End of Year Book Stage
Expectation: 10**

Range of Reading & Performance

- Listen to, discuss and express 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.
- Participate in discussion about the range of texts read to them and those they can read for themselves, taking turns and listening to what others say.
- Build a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.

Years 3 and 4

In Year 3, pupils will begin to develop their skills in these areas. In Year 4, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.

Word Reading

In the reading of age appropriate texts

- Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. (Prefixes dis-, mis-, in-, il-, im-, re-, sub-, inter- super-, anti-, auto-, suffixes –ation, -ly, -ous and word endings –sure, -ture, -sion, -tion, -ssion, -cian)
- Read many (year 3) or most (year 4) further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.

In order to be working within year group expectations in year 3, pupils should read texts containing taught GPCs accurately and at a speed which is sufficient for them to focus on understanding what they read rather than on decoding individual words.

By the end of year 4, pupils should be able to read aloud a wider range of books and poetry written at an age-appropriate level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.

Comprehension

Although VIPERS outlines the domains taught in these year groups, reading lessons adopt a holistic approach to reading; these are based on discussion and building knowledge of the text as a whole, rather than domains taught in isolation.

Vocabulary	Inference	Prediction	Explanation (making comparisons) (structure)	Retrieval	Summarise
<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words and phrases which capture the reader's interest and imagination.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Select books that are structured in different ways and engage in reading for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Justify their views about what they have read.</p>	<p>Retrieve and record information from a variety of text types, including non-fiction.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify themes and conventions in a wide range of books.</p>

End of Year Book Stage Expectation Year 3: 13

Year 4: 15

Range of Reading & Performance

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books/textbooks.
- Increase familiarity with a range of books, including fairy stories, myths and legends, and retell some of these orally.
- Prepare poetry and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Recognise some different forms of poetry (for example, free verse, narrative poetry).
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Years 5 and 6

In Year 5, pupils will begin to develop their skills in these areas. In Year 6, these skills will be built upon and demonstrated more independently. The complexity of texts which children are exposed to, and level of depth of expected response, will advance as children move through these year groups.

Word Reading

In the reading of age appropriate texts

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. (Suffixes, prefixes and endings outlined in previous years, plus endings –cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency).

In order to be working within year group expectations within year 5, pupils should be able to read a range of texts written at an age-appropriate level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.

By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum across all subjects in year 7.

Comprehension

Although VIPERS outlines the domains taught in these year groups, reading lessons adopt a holistic approach to reading; these are based on discussion and building knowledge of the text as a whole, rather than domains taught in isolation.

Vocabulary	Inference	Prediction	Explanation (making comparisons) (structure)	Retrieval	Summarise
<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand nuances (differences in meaning) in vocabulary choice and age-appropriate academic vocabulary.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Independently make comparisons within and across books.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>	<p>Retrieve, record and present information from a variety of text types, including non-fiction.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p>

**End of Year Book Stage
Expectation Year 5: 17
Year 6: 19**

Range of Reading & Performance

- Increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Seek to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Select books that are structured in different ways and engage in reading for a range of purposes.
- Read widely and frequently, outside as well as in school.
- Learn a range of poetry by heart, preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Early Reading: Progression of Word Reading

Children build up their language and understanding of telling stories through hearing a variety of language rich vocabulary during storytimes. At the start of Reception, children begin by reading wordless books where they build up their language and oracy skills as well as their skills in looking at the front cover and turning pages from left to right. From the very beginning of Reception, children are taught phonics daily, learning sounds and their corresponding graphemes along with the associated rhyme. Children are taught to blend orally and then apply learnt sounds to blend words accurately. Sounds are taught in set order starting with Set 1, followed by Set 2 and Set 3.

Set 1 Sounds

Children are first taught the single letters of the alphabet as sounds following RWI order (starting with m,a,s,d,t). Once secure they move on to learning Set 1 digraphs (special friends).

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
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Set 2 Sounds

Children then learn the Set 2 sounds - the long vowel sounds. Taught in the following order:

Vowel sounds – stretchy

ay	ee	igh	ow
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Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Set 3 Sounds

Set 3 are alternative graphemes for the same sound

as highlighted in the speed sounds chart.

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		se	ci		
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	ē-ē	ī-ē	ō-ē
					ai	y	ie	oa
					ea	i		o
					e	y		

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-ē			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Children's sound knowledge is assessed informally on a daily basis throughout phonics lessons. Then a formal assessment is completed every half term. This assesses children on their sound knowledge, word reading and from Purple onwards their ability to read words at a glance (automaticity). Children are then grouped according to their reading ability into one of the colour groups.

Children read books that are closely matched to the sounds that they have been taught. Children will only be given books to read with sounds that they know and can read confidently. This is ensured by regular assessment and matching of colour groups to sound knowledge. Children read the storybooks daily during their phonics lessons and read the RWI Book Bag Books at home to further embed these skills.

Colour Group Progression

Sound Blending Books
Ditty Photocopiable Masters
Red Ditty
Green
Purple
Pink
Orange
Yellow
Blue
Grey

Reading Expectations

These are the minimum expectations in reading and we encourage the majority of our children to be reading in advance of this.

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Reception	Read single letter Set 1 sounds (first 16)	Read all set 1 single letter sounds. Blend sounds into words orally.	Blend sounds to read words. Read short Ditty stories.	Read Set 1 special friends. Read Red Storybooks	Read 4 double consonants. Read Green Storybooks.	Read first 6 Set 2 sounds. Read Green Storybooks.
Year 1	Read Set 2 Sounds Read Purple Storybooks.	Read first 5 set 3 sounds Read Pink Storybooks.	Read 11 Set 3 sounds. Read Orange Storybooks.	Read 17 Set 3 sounds Read Yellow Storybooks.	Read 22 Set 3 sounds. Read Yellow Storybooks.	Read all Set 3 sounds and additional graphemes. Read Blue Storybooks.
Year 2	Read Blue Storybooks with increasing fluency and comprehension.	Read Grey Storybooks.	Read Grey Storybooks with increasing fluency and comprehension.			

Once children have completed the phonics programme, children will then be given the opportunity to take home books from our reading scheme that has been provided by Oxford Reading Tree. We have a wide variety of books for children to choose from including Traditional Tales, Story Sparks, Infact, Myths and Legends plus many more.

Year Group	Oxford Reading Tree Level (by the end of the year)
Reception	Phonics Programme
Year 1	Phonics Programme
Year 2	KS1 Stage 10
Year 3	Stage 13
Year 4	Stage 15
Year 5	Stage 17
Year 6	Stage 19

Those children who are not meeting the reading expectations for their year group will be identified and given the appropriate support/intervention to support with this.