



Phonics Curriculum Overview

Intent With these aspirations, our INTENT for the reading curriculum is:	We strive to ensure that every pupil will learn to read, regardless of their background, needs or abilities. To support all children to become confident fluent readers with good understanding. To enrich children’s reading experiences through immersing them in quality literature. To provide consistent and progressive phonics teaching in the early teaching of reading. To promote reading for both pleasure and information and set ambitious expectations for reading at home. To enrich children’s vocabulary. To develop understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. To develop an appreciation of our rich and varied literary heritage through the celebration of quality texts across a range of genres, including a balance of old and new classic texts, poetry, non-fiction across the curriculum, stories, rhymes and new popular
Implementation Our rigorous approach to the teaching of reading develops confidence and enjoyment in reading for all our pupils.	
Planning In EYFS and Key Stage 1, we follow the systematic synthetic phonics scheme- Read Write Inc. Children move through progressive colour levels, starting with ‘Ditty’ red level and moving through to grey level with a steady increase in challenge. They are taught sounds in sets. Set 1 single letter sounds and common digraphs sh, th, ch, ng, nk are taught together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. We do not use letter names at this stage. Set 2 (long vowel sounds) are taught when children are secure with set 1 and set 3 sounds and alternative spelling patterns are taught once both set 1 and 2 are secure and children can apply to decoding and spelling. Each session follows a specific format: - Speed sounds to learn to read and write Set 1, 2 and 3 sounds. - Story book activities practising decoding and comprehension skills.	Recording Children have Read Write Inc. exercise books that move with them throughout the progression through the groups. These books demonstrate progression in the application of sounds within words and sentences. Children take part in weekly ‘hold a sentence’, ‘edit a sentence’ and ‘build a sentence’ activities. These tasks develop vocabulary, spelling, sentence structure and punctuation. Children are taught to edit their own writing using ‘tick or fix’ strategies in which they are supported to correct spelling and punctuation. Assessment Read Write Inc. assessments take place every half term. The assessment ensures children are tracked and monitored regularly and grouped effectively. Effective grouping means that every child learns at their specific ‘challenge’ level. Rigorous planned assessment allows us to ensure children ‘keep up’. Parents are informed of their children’s progress and current learning, including ways to support their child through many communication channels including interim and end of year reports, whole school information meetings, year group meetings and home school diaries (KS1).

- Writing tasks linked closely to the book read that week.		
EYFS Daily phonics sessions begin from the children's first full day at school. Children take home decodable texts closely matched to their phonic ability to practise their decoding at home, alongside taking books from the book corner to encourage reading for pleasure. Children are taught whole class phonics until the end of set 1 when they are assessed and grouped accordingly at an appropriate level of challenge.		SEN Read Write Inc. is set up to support children in smaller groups at appropriate levels of challenge. In cases where children's progression has slowed, 1:1 or small group intervention is provided. Teachers may use shorter burst activities to ensure children can maintain focus.
Impact We create a virtuous cycle where children learn how to read early. Our curriculum gives pupils the knowledge of the world they need to understand what they read, and they are motivated to read more and learn more.		
The programmes of study for reading at key stages 1 and 2 consist of two dimensions: - word reading - comprehension (both listening and reading)	KS1 Pupils can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words*. In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.	KS2 Pupils can: • read age appropriate books with confidence and fluency • read aloud with a tone of voice that shows understanding • work out word meanings using the context • show understanding of what has been read through explanation and discussion drawing inferences and justifying these with evidence • predict what might happen from details stated and implied • retrieve information from non-fiction text • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language, considering the impact on the reader • make comparisons within and across books

		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks	End of Year Expectations
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Reception	Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</i>	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: <i>put, the, I, no, of, my, for, he</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
		By the end of each half-term children should be able to:							
		- Read all single-letter set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short ditty stories.	- Read Red storybooks	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds.		
Comprehension		Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.	Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.			Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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.	

Year 1	Word Reading – Read, Write, Inc.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, e-e).	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to read words containing set 1, 2 and 3 sounds speedily.	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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.	
		Children are taught to read words containing set 2 sounds.	Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo	Children build speed of reading words containing set 2 sounds: ay, ee, igh, ow, oo, oo	Children are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e					Read multisyllabic words with increased accuracy and pace.
		Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.								
		By the end of each half-term children should be able to:								
		- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e,o-e, u-e, e-e). - Read above sounds in nonsense words.	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.			
	Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.									
Comprehension		Children are taught specifically to:	Children are taught specifically to:	Children are taught specifically to:					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 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.	
		- To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions (based on VIPERS) – verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	- To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions based on VIPERS – verbally with more independence and in simple written form e.g. multi-choice. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)	- To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)						

						(Continued on next page) 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.
Year 2	Word Reading – Read, Write, Inc. (Until end of Spring 1)	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. Children on track for expected will complete the programme at the end of Spring 1.	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.	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.
By the end of each half-term children should be able to:						

	- Read Blue storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute.	- Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multi-syllabic words speedily.	- Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily.	- Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words	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. Reread these books to build up their fluency and confidence in word reading. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.
Comprehension	Children are taught specifically to: - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words.	Children are taught specifically to: - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences on the basis of what is said and done. (plus Autumn term objectives)	Children are taught specifically to: - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form. (plus Autumn and Spring term objectives)	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 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	
	Throughout year 2 children are expected to: - Choose books to read for their own pleasure - Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book) - Answer a range of questions based on VIPERS – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.				are structured in different ways. (continued on next page)

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