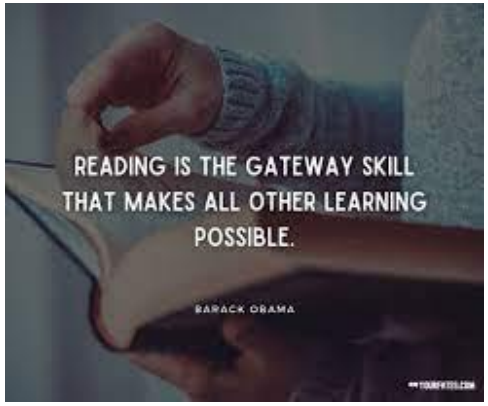




Early Reading
(EYFS and KS1)







This document is produced as a subsidiary document to the Whole School Subject Strategy for Reading.

Contents

Title	Page(s)
Curriculum Intent	3
Reading End Points	3-7
Implementation	8
Sequence of Teaching and Learning	9-21
Pedagogy	22-24
Resources to Support Planning	25-32
Promoting Reading in the Environment	32-33
Strategies to Involve Parents/Carers	34
Appendices	
Appendix 1- Shared Reading Guidance	35
Appendix 2- Guided Reading and BERT Guidance	37-44
Appendix 3- Teaching Phonics Guidance	45-49
Appendix 4- Reading with Your Child Guidance	50-51
Appendix 5- Teaching Reading in Nursery	52
Appendix 6- Teaching Reading in Reception	53
Appendix 7- Teaching Reading in KS1	54

This document is produced as a subsidiary document to the Whole School Subject Strategy for Reading.

Intent

We aim to develop a lifelong love of reading; we want our children to be 'readers', not just children who can read.

Reading is one of our main priorities at Becontree. It is a skill which underpins children's ability to access the wider curriculum and allows them to broaden their language, vocabulary and understanding of the world around them. We adhere to the principles of the Strong Foundations frame work where children need foundational knowledge to communicate, read and write. The curriculum teaching approaches are adapted and children that require support in developing strong foundations are supported in getting the teaching and practise they need.

We do this by:

- building fluency in foundational knowledge in Early Years to allow children to develop their confidence;
- designing and implementing a systematic programme of teaching early reading across EYFS and Key Stage 1 (as outlined throughout this document);
- introducing children to the work of key authors;
- promoting and encouraging a love of reading, and;
- supporting children to develop the skills necessary to be fluent readers, e.g. decoding, fluency and comprehension.

Throughout the school, these skills are taught and developed to support each child in becoming a successful reader, ready for the next stage in their education.

End Points

We strive to promote high standards of literacy. By the end of Key Stage 1:

Develop the habit of reading widely and often for both pleasure and information

Read easily, fluently and demonstrate good understanding

Use discussion in order to learn, explain clearly their understanding and ideas supported with evidence from the text

Be competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating their understanding of what they have read

By the end of Nursery, children should:	By the end of Reception, children should:	By the end of Year 1, children should:	By the end of Year 2, children should:
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.**	**Literacy ELG: Word Reading** - 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. **Literacy ELG: Comprehension** - 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.	**Word Reading: Pupils should be taught to:** -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	**Word Reading: Pupils should be taught to:** -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 -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

		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 **Comprehension: Pupils should be taught 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 -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	accurately, automatically and without undue hesitation Reread these books to build up their fluency and confidence in word reading **Comprehension: Pupils should be taught to 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 are structured in different ways -Recognising simple recurring literary language in stories and poetry -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with

		-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	appropriate intonation to make the meaning clear -Understand both the books that they can already read accurately and fluently and those that 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 -Making inferences on the basis of what is being said and done -Answering and asking questions -Predicting what might happen on the basis of what has been read so far -Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Overview of book band and the Junior Level system children move onto as they progress towards becoming more competent readers

Becontree Primary School- Benchmark Assessment Levels

Book band Colour and approximate reading age	PINK <5		RED <5			YELLOW 5			BLUE 5+			GREEN 5.5-			ORANGE 6		TURQUOISE 6.5		PURPLE 7		GOLD 7.5		SILVER/WHITE 8		LIME 8.5		JL1 9	JL2 9.5	JL3 10	JL4 10.5	JL5 11+
Running Record Levels	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26					
																											Copper/ Brown (8-11)	Topaz/Grey (12-14)	Sapphire /Dark Blue (15-16)	Dark Red (17-18)	Black (19-20)
Year 6 ages 10-11																															
Year 5 ages 9-10																															
Year 4 ages 8-9																															
Year 3 ages 7-8																															
Year 2 ages 6-7																															
Year 1 ages 5-6																															
Reception ages 4-5																															

	Secure 3 and 4 years	Working within reception	Secure reception			Year 1 Expected			Year 2 Expected			Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
						Year 1 Expected									

Implementation

Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

For children who access our specialist provision, a bespoke reading guidance document is available which outline their approach to teaching reading through a differentiated and personalised curriculum to meet the individual needs, abilities, and communication requirements of each child.

EYFS

Key
Birth to 3 Years
3 and 4 Years
Children in Reception
Early Learning Goal

Nursery: Sequence of Teaching/Learning

<table>
<tr><th>Autumn Term A</th><th>Autumn Term B</th><th>Spring Term A</th><th>Spring Term B</th><th>Summer Term A</th><th>Summer Term B</th></tr>
<tr><td colspan="6">Repeat words and phrases from familiar stories.
Sing songs and say rhymes independently e.g. singing whilst playing.
Pay attention and respond to the pictures or the words.
Develop play around favourite stories using props.
Have favourite books and seek them out to share with an adult, child, or read alone.
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</td></tr>
<tr><td colspan="2">Enjoy songs and rhymes, tuning in and paying attention.
Join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.
Notice some print, such as a familiar logo</td><td colspan="2">Ask questions, make comments about the book and share their own ideas.
Notice some print, such as the first letter of their name, a bus or door number or a familiar logo</td><td colspan="2" rowspan="2">Ask questions, make comments about the book and share their own ideas.
Develop their phonological awareness, so that they can:
- Spot and suggest rhymes
- Count and clap syllables in a word
- Recognise words with the same initial sound.

Engage in conversations about stories, learning new vocabulary.</td></tr>
<tr><td colspan="2"></td><td>Develop their phonological awareness, so that they can:
- Count and clap syllables in a word</td><td>Develop their phonological awareness, so that they can:
- Count and clap syllables in a word</td></tr>
</table>

		- Recognise words with the same initial sound. - Engage in extended conversations about stories, learning new vocabulary.	

Please refer to medium-term and short-term plans for specific detail.

Reception: Sequence of Teaching/Learning

Autumn Term A	Autumn Term B	Spring Term A and B	Summer Term A and B
Join in with songs and rhymes, copying sounds, rhythm, tunes and tempo. Develop play around favourite stories using props. Have favourite books and seek them out to share with an adult, child, or read alone. 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 ***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.***			
Word reading Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word Pay attention and respond to the pictures or the words. Know that print has meaning. **Language comprehension** Engage in conversations about stories, learning new vocabulary.	**Word reading** Recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word reading** Read individual letters and digraphs by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–	**Word reading** ***Say a sound for each letter in the alphabet and at least 10 diagraphs.*** ***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.*** **Language comprehension** ***Anticipate (where appropriate) key events in stories.***

	Language comprehension Engage in conversations about stories, learning new vocabulary.	sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **Language comprehension** ***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.***	

Please refer to medium-term and short-term plans for specific detail

Year 1 and 2 Sequence of Teaching/Learning

	Year 1	Year 2
Decoding	• Applying phonic knowledge and skills as the route to decode words • Responding 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 • Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reading words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Reading other words of more than one syllable that contain taught GPCs • Reading words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Reading aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading	• Continuing to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Reading accurately words of two or more syllables that contain the same graphemes as above • Reading words containing common suffixes • Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading
Range of reading	• 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 read to their own experiences	
Familiarity with texts	• 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	• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry

Poetry & Performance	• Learning to appreciate rhymes and poems, and to recite some by heart	• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Word meanings	• Discussing word meanings, linking new meanings to those already known	• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases
Understanding	• 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	
Inference	• Discussing the significance of the title and events • Making inferences on the basis of what is being said and done	• Making inferences on the basis of what is being said and done • Answering and asking questions
Prediction	• Predicting what might happen on the basis of what has been read so far	
Discussing reading	• Participating in discussions about what is read to them, taking turns and listening to what others say • Explaining clearly their understanding of what is read to them	• Participating in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Please refer to medium-term and short-term plans for specific detail

***For timetables of Teaching Reading in EYFS and KS1, See Appendices 5, 6, 7 and 8*.**

Phonics Sequence of Teaching/Learning

<table>
<tr><th>Year Group</th><th>Phonics Phase</th><th>Overview</th></tr>
<tr><td>Nursery</td><td>Phase 1:</td><td>-General sound discrimination: environmental sounds
-General sound discrimination: instrumental sounds
-General sound discrimination: body percussion
-Rhythm and rhyme
-Alliteration
-Voice sounds
-Oral blending and segmenting</td></tr>
<tr><td>Reception</td><td>Phase 1: Autumn Term 2 weeks

Phase 2: Autumn Term 9 weeks</td><td>Phase 1
-General sound discrimination: environmental sounds
-General sound discrimination: instrumental sounds
-General sound discrimination: body percussion
-Rhythm and rhyme
-Alliteration
-Voice sounds
-Oral blending and segmenting

<table>
<tr><th></th><th>WK 1</th><th>WK 2</th><th>WK 3</th><th>WK 4</th><th>WK 5</th><th>WK 6</th><th>WK 7</th><th>WK 8</th><th>WK 9</th></tr>
<tr><td>New GPCs</td><td>s, a, t, p</td><td>I, n, m, d</td><td>g. o. c, k</td><td>ck, e, u, r</td><td>H, b, f, ff, l, ll</td><td>ss</td><td colspan="3">Revision of GCPs requiring reinforcement</td></tr>
<tr><td>Reading tricky words</td><td></td><td></td><td>Blending ‘and’</td><td>to the</td><td>I no go</td><td></td><td>into put*</td><td>of off</td><td></td></tr>
<tr><td>Blending and segmenting</td><td>Oral blending and segmenting</td><td>Blending to read VC and CVC words</td><td>Segmenting to spell words</td><td colspan="2">Practising blending to read and segmenting to spell words</td><td>Reading two-syllable words</td><td>Practising blending to read words</td><td></td><td>Practising segmenting to spell words</td></tr>
<tr><td>Reading and spelling captions and sentences</td><td>Writing letters s, a, t, p</td><td></td><td>Demonstrating reading captions</td><td>Demonstrating spelling captions</td><td colspan="2">Supporting children in reading captions</td><td></td><td>Reading words, captions and sentences</td><td></td></tr>
</table>
</td></tr>
</table>

Phase 3: Spring Term 10 weeks

Week	WK 1	WK 2	WK3	WK4	WK5	WK6	WK7	WK8	WK 9	WK 10
New GPCs	j, v, w, x	y, z, zz, qu	sh, ch, th, ng	ai, ee, igh, oa	Oo (long),oo (short), ar, or	ur, ow, oi	ear, air, er	Revision of all GPCs		
Reading tricky words		he she	we me be	was	my	you	they			
Spelling tricky words		to the		no go						
Two-syllable Words			Reading two syllable words		Spelling two syllable words					
The alphabet and letter formation	Learning an alphabet song, giving letter names when the teacher points to letters of the alphabet. Practising writing lowercase and capital letters.									

	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8
New GPCs	Revision of all GPCs taught so far							
Reading tricky words	said so	like some come	have	were there little one		out do when what	Revision of reading Phase Four tricky words	
Spelling tricky words	he she we me be	was	you	they are	all	my her		Revision of spelling Phase Four tricky words

<table>
<tr>
<td></td>
<td>Phase 4
Summer Term
8 weeks</td>
<td>
<table>
<tr>
<td>Words with adjacent consonants</td>
<td>Reading and spelling CVCC words</td>
<td>Reading and spelling CCVC words</td>
<td>Reading and spelling CVCC /CCVC words</td>
<td>Reading and spelling words with adjacent consonants and Phase Three vowel digraphs</td>
<td>Reading words and sentences with adjacent consonants and Phase Two and Three graphemes</td>
<td>Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes</td>
</tr>
</table>
</td>
</tr>
<tr>
<td>Year 1</td>
<td>Phase 5 Term 1
Weeks 1-4
Revision</td>
<td>
<table>
<tr><th>Weeks</th><th>WK 1</th><th>WK 2</th><th>WK 3</th><th>WK 4</th></tr>
<tr><td>Review of Phase Three GPCs and Phase Four blending</td><td>Graphemes ai ar air ee ear er
Blending CVCC, CCVC, CCVCC, CCCVC words</td><td>Graphemes oa oo (long) oo (short) igh oi ow ur or
Blending CVCC, CCVC, CCVCC, CCCVC words</td><td>Reading longer words, including compound and multi-syllable words
Reading contractions with apostrophe ‘–s’</td><td>Review of all graphemes
Reading words with suffixes –s –est –ed</td></tr>
<tr><td>Review of reading tricky words (and reading new tricky words*)</td><td>Phase Three tricky words: he she we me be was my you her they all are</td><td>Phase Four tricky words: said have like so do</td><td>Phase Four tricky words:
some come were there little love</td><td>Phase Four tricky words: one
when out what (looked)</td></tr>
<tr><td>Review of spelling tricky words</td><td>Phase Two tricky words: the to I no go</td><td>Phase Three tricky words: he she we me be</td><td>Phase Three tricky words: was you my her</td><td>Phase Three tricky words: they all are</td></tr>
</table>

Phase 5 Term 1
Week 5-12
<table>
<tr><th>Weeks</th><th>WK 5</th><th>WK 6</th><th>WK 7</th><th>WK 8</th><th>WK 9</th><th>WK 10</th><th>WK 11</th><th>WK 12</th></tr>
<tr><td>New GPCs (Phase Five graphemes)</td><td>ay for /ai/ sound (day)
ou for /ow/ sound (cloud)
ie for /igh/ sound (pie)</td><td>ea for /ee/ sound (each)
oy for /oi/ sound (boy)
ir for /ur/ sound (girl)</td><td>aw for /or/ sound (saw)
ue for /oo/ and /yoo/ sounds (blue rescue)</td><td>oe for /oa/ sound (toe)
au for /or/ sound (Paul)
i-e for /igh/ sound (time</td><td>a-e for /ai/ sound (make)
o-e for /oa/ sound (home)</td><td>e-e for /ee/ sound (these)
wh for /w/ sound (when)</td><td>Revision of GPCs in phoneme families: /ai/ ai ay a-e</td><td>Revision of GPCs in phoneme families: /oa/ oa oe o-e</td></tr>
</table>
</td>
</tr>
</table>

	ew for /oo/ and /yoo/ sounds (chew new)		u-e for /oo/ and /yoo/ sounds (rude cute)	ph for /f/ sound (phone)	/ee/ ee ea e-e /igh/ igh ie i /or/ or aw au /ur/ ur ir	/oo/ and /yoo/ oo ue ew u-e /ow/ ow ou /oy/ oy oi
Reading new tricky words	oh people	their your	Mr Mrs	Asked called	could would should	our here	Review of Phase Five tricky words	house mouse
Spelling tricky words	(out)**	some come	said so	have (like)	there were	(when)		

Phase 5
Term 2
Weeks 1-7

Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7
New GPCs (alternative pronunciations of graphemes)	i /igh/ sound (find) o /oa/ sound (old) a /ai/ sound (paper)	u /yoo/ sound (uniform) u /oo/ (short) sound (put*) e /ee/ sound (he)	ow /oa/ sound (snow) ie /ee/ sound (field) ea /e/ sound (head)	er /ur/ sound (herb) y /ee/ sound (happy) y /igh/ sound (fly)	ou /oa/ sound (shoulder) ou /oo/ sound (you) ou /u/ sound (young)	a /o/ sound (want) ch /c/ sound (school) ch /sh/ sound (chef)	g /j/ sound (giant cage) c /s/ sound (city ice)
Reading new tricky words	water want	who whole where	any many two	school work	thought different	friend through	once eye
Spelling tricky words	one little	do don't				what want(ed) school	

Phase 5
Term 2
Weeks
8-10

Weeks	WK 8	WK 9	WK 10
New GPCs (alternative pronunciations for graphemes)	8 ve for /v/ (give) le for /l/ (or /ul/) (apple) se and ce for /s/ (house fence) ze and se for /z/ (freeze cheese)	al and el for /l/ (or /ul/) (metal label) tch for /ch/ (catch) dge and ge for /j/ (bridge large)	o and o-e for /u/ (mother some) ey for /ee/ (donkey) and review /ee/ phoneme family (ee ea e-e e ie y) ui for /oo/ (fruit) and review /oo/ phoneme family (oo ue ew u-e u ou)
Reading new tricky words	laugh(ed) because		
Spelling tricky words			

Phase 5
Term 3
Weeks
1-6

Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
New GPCs (alternative graphemes for phonemes)	Review of graphemes for /oa/ phoneme family (oa oe o-e ow o ou) Review of graphemes for /igh/ phoneme family (igh ie i-e i y) Reading words with contractions	Review of graphemes for /or/ phoneme family (or aw au [+ aur dinosaur]) oor and ore for /or/ (door score) a and al for /or/ (water walk)	Review of graphemes for /ur/ phoneme family (ur ir er) (w)or for /ur/ (work) ear for /ur/ (earth)	eer and ere for /ear/ (cheer here) are for /air/ (share) ear and ere for /air/ (bear there	ure and the /ure/ sound (pure) t(ure) for /ch/ (picture) a for /ar/ (father*) al for /ar/ (half)	Unstressed /er/ at the end of words: or ar for /er/ (doctor calendar) Unstressed /er/ in the middle of longer words: er and other vowels (depending on pronunciation) (different envelope)
Reading new tricky words			busy pretty		hour beautiful	
Spelling tricky words	oh Mr Mrs	call(ed) asked		their your		

<table>
<tr><td></td><td>Phase 5
Term 3
Weeks
6-12</td><td>
<table>
<tr><th>Weeks</th><th>WK 7</th><th>WK 8</th><th>WK 9</th><th>WK 10</th><th>WK 11</th><th>WK 12</th></tr>
<tr><td>New GPCs (alternative graphemes for phonemes)</td><td>kn gn for /n/ sound (know gnat)
wr for /r/ sound (write)
mb for /m/ sound (lamb)</td><td>st sc for /s/ sound (listen science)
y for /i/ sound (gym)
augh our oar for /or/ sound (caught four board)</td><td>Review of graphemes for /ai/ phoneme family: ai ay a-e a
eigh aigh for /ai/ sound (eight straight)
ey ea for /ai/ sound (they great)</td><td>Review of graphemes for /sh/ phoneme family: sh ch s for /sh/ (sugar)
t(ion) for /sh/ (mention)
ci ssi si for /sh/ (special mission mansion)</td><td>su si and /zh/ sound (treasure vision)
Reading words with suffixes –ment
–ness –ly
Reading words with prefix un–</td><td>Reading words with suffixes –less and –ful
Review of Phase Five GPCs</td></tr>
<tr><td>Reading new tricky words</td><td>shoe
parent(s)</td><td></td><td>move improve</td><td></td><td></td><td></td></tr>
<tr><td>Spelling tricky words</td><td>people our</td><td>friend once</td><td>two (and other numbers)</td><td>could would should</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Year 2</td><td>Phase 6
Term 1a</td><td>
<table>
<tr><th>Weeks</th><th>WK 1</th><th>WK 2</th><th>WK 3</th><th>WK 4</th><th>WK 5</th><th>WK 6</th></tr>
<tr><td>Focus Spelling Pattern</td><td>‘y’ saying /igh/</td><td>‘dge’ and ‘ge’ saying /j/</td><td>Adding –es to words ending in ‘y</td><td>‘gn’ saying /n/</td><td>‘kn’ saying /n/</td><td>Adding –ing and –ed to words ending in ‘y’</td></tr>
<tr><td>Focus Words: decodable</td><td>by, try, dry, sky, fly, sly, spy, reply</td><td>edge, hedge, badge, bridge, change, large, orange, challenge.</td><td>flies, spies, babies, teddies, carries, hurries, replies, cries</td><td>gnome, sign, gnaw, gnat, design, gnarl, gnash</td><td>knight, knee, knot, knife, knock, know, knapsack, knowledge</td><td>copied, copying, worried, worrying, annoying, annoyed, studying, studied</td></tr>
<tr><td>Focus Words: common exception</td><td>door, floor</td><td>bought, favourite</td><td>autumn, gone</td><td>know, colour</td><td>other, does</td><td>talk, two</td></tr>
</table>
Phase 6
Term 1b
</td></tr>
</table>

Phase 6
Term 2a

Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
Focus Spelling Pattern	'wr' saying /r/	'le' saying /l/	Adding –er and –est to words ending in 'y'	n 'el' saying /l/	'al' and 'il' saying /l/	Adding –ed and –er to words ending in e
Focus Words: decodable	wrong, wren, wrist, wrap, write, wrote, wring, wreck	bubble, middle, table, apple, little, puddle, giggle, cuddle	happier, happiest, easier, easiest, funnier funniest, luckier, luckiest	camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	festival, total, pupil, April, medal, local, pencil, nostril	hiked, hiker, timed, timer, braved, braver, baked, baker
Focus Words: common exception	four, eight	world, work	poor, great	break, steak	busy, clothes	whole, listen

Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
Focus Spelling Pattern	'eer' saying /ear/	'ture' saying /cher/	Adding –est and –y to words ending in e	'mb' saying /m/	'al' saying /or/	Adding –ing and –ed to CVC and CCVC words
Focus Words: decodable	steer, career, volunteer, cheer, sheer, peer, deer, meerkat	future, picture, sculpture, nature, vulture, adventure, creature, capture	nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	lamb, limb, comb, numb, climb, thumb, crumb, bomb	all, call, hall, small, walk, talk, chalk, almost	patting, humming, dropping, shopping, jogged, fitted, clapped, stopped
Focus Words: common exception	build, earth	delicious, fruit	learn, search	famous, shoe	pretty, neighbour	England, tongue

Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
Focus Spelling Pattern	'o' saying /u/	'ey' saying /ee/	Adding –er, –est and	Contractions	'war' saying /wor/ and	Adding suffixes –ment

	Phase 6 Term 2b				–y to CVCC and CVC Words		‘wor’ saying /wur/	and –ness to words.
		Focus Words: decodable	brother, son, above, wonder, worry, glove, cover, month	key, monkey, donkey, honey, money, chimney, valley, turkey	longer, warmer, coldest, windy, wetter, hottest, funny, sunny	can’t, I’ve, you’ll, didn’t, we’d, couldn’t, should’ve, could’ve	war, ward, warm, towards, world, worst, work, worth	enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness
		Focus Words: common exception	group, country	heart, dangerous	special, enough	aunt, father	prove, improve	hour, move

		Weeks	**WK 1**	**WK 2**	**WK 3**	**WK 4**	**WK 5**	**WK 6**
	Phase 6 Term 3a	Focus Spelling Pattern	n ‘s’ saying /zh/	wa saying /wo/, qua saying /quo/	‘tion’ saying /shun/	Adding the suffixes –ful, –less and –ly to words.	Homophones	Adding the prefix dis–
		Focus Words: decodable	usual, casual, treasure, pleasure, measure, Asia, visual, closure	want, watch, wash, swap, quality, squash, squabble, quantity	action, motion, description, station, section, adoption, portion, fiction	graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	hear, here, there, their, bare, bear, quiet, quite	dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey
		Focus Words: common exception	sure, sugar	half, quarter	touch, straight	caught, daughter	journey, area	heard, early

Weeks	**WK 1**	**WK 2**	**WK 3**	**WK 4**	**WK 5**	**WK 6**

	Phase 6 Term 3b			**Group 3:** Phase 6 **Phase 6 Revision** To reflect on how spelling can affect the way people feel about themselves To know how to give and ask for spelling help constructively	**Group 3:** Phase 6 **Phase 6 Revision** To know clear routines for having a go at spelling unfamiliar words To know all the expectations for spelling in my classroom	**Group 3:** Phase 6 **Phase 6 Revision** To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the word	**Group 3:** Phase 6 **Phase 6 Revision** To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the words	**Group 3:** Phase 6 **Phase 6 Revision** To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the words	**Group 3:** Phase 6 **Phase 6 Revision** To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the words

Pedagogy

A range of key pedagogical approaches are used in the teaching of early reading to ensure a consistent, systematic and coherent approach.

Pedagogical Approaches	Purpose
Shared Reading	• Foster an enthusiasm for and interest in reading; • Model early reading behaviours, early concepts of print strategies and the reading process; • Invite participation in practicing reading and reading behaviours within the security of a large group; • Teach key reading objectives identified in the curriculum; • Teach reading strategies which will support children in meeting the identified objectives; • Encourage children to talk about reading strategies they use; • Develop an understanding and recall of a range of familiar texts; • Support the development of a vocabulary and a core sight vocabulary; ***(See Appendix 1 for more information)***
Group/Guided Reading	• Provides a transitional period where children can progress from shared reading towards guided reading; • Supports children in the development of a repertoire of skills and strategies which they can use flexibly and appropriately to comprehend as they read. ***(See Appendix 2 for more information)***
Daily Phonics lessons (based on Schofield and Sims My Letters and Sounds)	My Letters and Sounds is divided into five phases. Phases One to Four cover the reception year (Phase 1-Nursery) and Phase Five covers Year 1. In each phase, new teaching builds upon the children's knowledge of grapheme–phoneme correspondences (GPCs) and phonics skills taught in the previous phase. ***(See Appendix 3 for more information)*** Phonics in the Four Seasons ARP approach is based on speech sound development linked to the sounds that a child will be learning around certain ages and words using those sounds. For those children who are ready, they will progress onto using Schofield and Sims My Letters and Sounds.
Read aloud sessions	Allows the teacher to model expert, fluent reading of the text. Children benefit by: • a sharpened focus • improved vocabulary • increased comprehension • strengthened listening skills

	• being intrigued
Comprehension Lessons (Year 2)	A programme to support children from their first steps in comprehension through to secure ownership and confident application of comprehension skills Children benefit by: • explicit vocabulary teaching • extensive discussion to build background knowledge • reading text passages from a range of genres, including high-quality contemporary fiction and non-fiction • modelling of comprehension skills

Pedagogical Overview (when are key pedagogical approaches introduced)

Phonics	Guided/ Shared reading	BERT- a daily reading programme	Complete Comprehension
Early Years Approach is based on Schofield and Sims My Letters and Sounds. Starting with phase 1 in Nursery, progressing through phases 2 and 3 and into phase 4 by the end of Reception.	Shared reading in Nursery introducing and reinforcing Early Concepts of Print throughout EYFS Shared/ Guided reading groups x3 times per week in Reception	Summer term Reception (targeted groups)	
Year 1 Approach is based on Schofield and Sims My Letters and Sounds. By June, children need to be secure in phase 5 to pass the Phonics Screening check	High quality texts are used daily, as part of the direct teaching of reading, as well as in other subject areas	Year 1 until children reach turquoise book band level	Year 1 Complete Comprehension for children who have reached gold book band level
Year 2 Autumn term Longer for slower developers Approach is based on Schofield and Sims My Letters and Sounds, supplemented by Phonics Play online resources In year 2, children progress on to phase 6.	High quality texts are used daily, as part of the direct teaching of reading, as well as in other subject areas Year 2 Guided reading groups for children who reach turquoise book band level	Year 2 until children reach turquoise book band level	Year 2 Complete Comprehension for children who have reached gold book band level
KS2 intervention groups for slower developers include: Schofield and Sims My Letters and Sounds in Y3 for children who have not passed the phonics check or are EAL students with low English competency.	High quality texts are used daily, as part of the direct teaching of reading, as well as in other subject areas Book study approach involves studying a book each half term and responding to the text either verbally or in writing. KS2 intervention groups for slower developers include: in year 3 and 4, the Laurel Trust programme- a group reading intervention in year 6, the HfL Reading Fluency project- a group fluency intervention (in the summer term with Y5)	KS2 intervention groups for children reading below turquoise book band level	KS2 Complete Comprehension

Resources to support planning and talking

Key texts

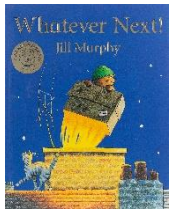
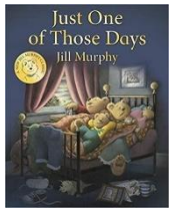
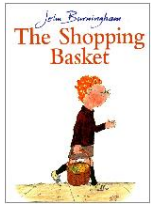
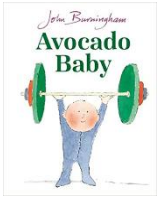
Nursery	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Core Texts	Is This My Nose? From Head to Toe by Eric Carle Ten Little Fingers and Ten Little Toes I Love Me by Marvyn Harrison and Diane Ewen Five Minutes Peace The Great Big Book of Families	My Five Senses Polar Bear, Polar Bear, What Do You Hear? Brown Bear, Brown Bear, What Do You See? That's Not My… *(touch)* The Snowman The Christmas Story Non-fiction – What Do You Celebrate? By Whitney Stewart	We All Go Travelling By. A Witch Got On At Paddington Station Bear On A Bike The Train Ride Who Sank The Boat Rattle Trap Car Chinese New Year Story Non-fiction – My first Things that go (DK books)	Postman Pat Fireman Sam The Easter Story Non-fiction – People Who Help Us – Fire Fighters, Police, Hospitals	Twist and Hop Minibeast Bop The Very Hungry Caterpillar The Very Busy Spider Snail Trail Bee My Friend Non-fiction – First Facts Bugs (DK books)	Maisy at the Farm Noisy Farm Farmer Duck Pig in the Pond Rosie's Walk Non-fiction - My First Farm Let's Get Working (DK books)
Reading Purpose	Repetition Rhyme Early concepts of print	Repetition Early concepts of print	Repetition Early concepts of print Talking about their own experiences	Early concepts of print Talking about pictures Talking about their own experiences	Rhyme Early concepts of print	Repetition Early concepts of print Talking about their own experiences
Theme of Learning/ Links with Other Areas of Learning	All About Me – what we look like	UW – Our Senses UW – Celebrations	UW – Transport	UW - People Who Help Us UW - Celebrations	UW - Minibeasts	UW Farm Animals
Becontree Author Focus (See Nursery List)	Nick Sharratt	Nick Sharratt	Traditional Tales, Rhymes and Poems	Traditional Tales, Rhymes and Poems	Lucy Cousins	Lucy Cousins
Key Rhymes, Poems and Songs that Children will Learn	The Finger Family Song Head, Shoulders, Knees and Toes If You're Happy and You Know It	Five Senses Song Christmas Songs I'm A Little Snowman	Row Row Row Your Boat We All Go Travelling By Down at The Station The Wheels on the Bus	Five Little Firemen Miss Polly Had a Dolly	Incy Wincy Spider There's a Worm at the Botton of my Garden Baby Bumble Bee Fuzzy Wuzzy Caterpillar	Old MacDonald This Little Piggy Baa Baa Black Sheep Little Bo Peep

Reception	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Core Texts	**Fiction** The Colour Monster Colour and Me Autumn is Here! We're Going on a Leaf Hunt Rama and Sita **Non- fiction** What can you see in Autumn? (Sian Smith)	**Fiction** Meet the Planets The Smeds and the Smoos Alien Tea on Planet Zum-Zee Stickman The Christmas Story **Non- fiction** What can you see in Winter? (Sian Smith)	**Fiction** Supertato Superkid A Superhero Like You A Superpower Like Mine **Non-fiction text** – We Love Festivals: Chinese New Year (Saviour Pirotta)	**Fiction** Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs and the Big Bad Book **Non- fiction** What can you see in Spring? (Sian Smith)	**Fiction** A Seed in Need The Ugly Duckling Rooftop Garden **Non- fiction –** What can you see in Summer? (Sian Smith) Lifecycle of a Duckling	**Fiction** The Hole in the Bottom of the Sea Port Side Pirates The Five Little Mermaids **Non- fiction** Look Inside: Seas and Oceans
Reading Purpose	Rhyme Early concepts of print Introducing topic-based vocabulary Author/ Illustrator	Rhyme Early concepts of print Introducing topic-based vocabulary Author/ Illustrator	Rhyme Prediction Early concepts of print Introducing topic-based vocabulary Author/ Illustrator	Re-telling stories Prediction Early concepts of print Introducing topic-based vocabulary Author/ Illustrator	Re-telling stories Early concepts of print Prediction Introducing topic-based vocabulary Author/ Illustrator	Rhyme Prediction Author/ Illustrator Introducing topic-based vocabulary Author/ Illustrator
Theme of Learning/ Links with Other Areas of Learning	PSED - Feelings/ Emotions UW - Autumn	UW - Space UW - Celebrations (Diwali/ Christmas) UW - Winter	PSED: Super Heroes UW - Chinese New Year	Traditional Tales UW - Easter	UW – Growing/ change PSED – Keeping healthy	UW – Under the Sea
Becontree Author Focus (See Reception List)	Julia Donaldson	Julia Donaldson	Traditional Tales	Traditional Tales,	David Melling	David Melling
Key Rhymes, Poems and Songs	The Rainbow Song ***Autumn leaves are falling down***	Five Little Men in a Flying Saucer	***Superworm Poem*** Superhero Finger Family song	***Spring Poem***	5 Little Ducks Mary, Mary Quite Contrary	Tiny Tim Baby Shark 1, 2, 3, 4, 5 once I caught a fish alive

that Children will Learn		Zoom, Zoom, Zoom We're Going to the Moon ***Winter's Here Poem*** Christmas Songs			Here We Go Round the Mulberry Bush	

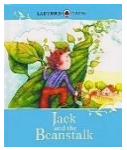
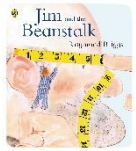
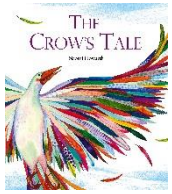
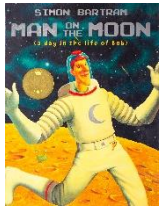
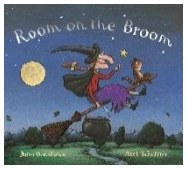
Year 1-

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	**Non-fiction** All About Me  **Non-fiction** Seasons Come, Seasons Go by Britta Teekentrup  **Non-Fiction** Wanted: The Perfect Pet by Fiona Roberton	 **Narrative** On the Way Home by Jill Murphy  **Narrative** Sam's Sandwich by David Pelham	 **Narrative** Kipper's Toy Box by Mick Inkpen  **Non-Fiction** The Selfish Crocodile by Faustin Charles  **Non-Fiction** Commotion in the Ocean by Giles Andreae	**Poetry** Friends 123 Poem **Fiction** Favourite stories linked to WBD  **Fiction** The Bad-Tempered Ladybird by Eric Carle  **Fiction** The Three Little Pigs **Non-Fiction** Science link. How to look after plants.	**Non-Fiction** Science link. How to look after plants.  **Fiction** Me, in the Middle by Annette Demetriou  **Fiction** The Proudest Blue by Ibtihaj Muhammad	 **Fiction / Non-Fiction** Peace at Last by Jill Murphy  **Fiction** Mr Gumpy's Motor Car by John Burningham **Non-Fiction** Recount of trip  **Fiction** You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck **Non-Fiction** Letter to next teacher

<table>
<tr><td>Writing objectives</td><td colspan="6">For the writing objectives linked to the core texts, see the Year 1 English Curriculum 2022-2023</td></tr>
<tr><td>Read aloud</td><td colspan="6">4x 10 minute read aloud sessions
Termly Author Focus</td></tr>
<tr><td>Reading</td><td colspan="2">Read Aloud- Jill Murphy focus

Whatever Next!
Just One of Those Days
Mr Large in Charge
On the Way Home
A Quiet Night In
Meltdown
The Last Noo-Noo
Mother Knows Best
A Piece of Cake
All in One Piece
Five Minute’s Peace
Peace at Last
All for One
</td><td colspan="2">Read Aloud- John Burningham focus

The Shopping Basket
Avocado Baby
Would you rather
The Magic Bed Picnic
The Way to the Zoo
Tug of War
There’s Going to Be a Baby
Aldo
Simp
Courtney Time to Get Out of the Bath Shirley
</td><td colspan="2">Read Aloud- Poetry focus

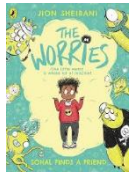
Julia Donaldson Poems to Perform
Poems out Loud
The Puffin Book of Fantastic First Poems
Silly Verse for Kids</td></tr>
<tr><td>Reading based on the BERT programme</td><td>Term 1A</td><td>Term 1B</td><td>Term 2A</td><td>Term 2B</td><td>Term 3A</td><td>Term 3B</td></tr>
<tr><td></td><td>BERT will begin in term 1 for the majority of year 1. The higher children that are beyond BERT will join year 1 for reading and comprehension practice. For more information, please see Becontree’s Reading Guidance for staff in burgundy folder.</td><td colspan="5">Daily supported reading with an adult. This is a four-day program in which children read one to two books a week across four days; the fourth day is an opportunity to verbally or in writing respond to comprehension questions. For more information, please see Becontree’s Reading Guidance for staff in burgundy folder
.</td></tr>
</table>

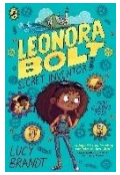
Year 2

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing (core texts)	**Non-fiction** Recount **Non-fiction** Instructions   **Fiction** Jack and the Beanstalk by Vera Southgate Jim and the Beanstalk by Raymond Briggs	**Non-fiction** Recount **Non-fiction** Fact-file  **Fiction** Lizzie the elf	 **Fiction** The Crow's Tale by Naomi Howarth	 **Fiction** **Narrative** Granny Came Here on the Empire Windrush by Patrice Lawrence  **Fiction** The Man on the Moon by Simon Bartram	 **Fiction** Room on the Broom by Julia Donaldson  **Fiction** The Magic Finger by Roald Dahl	 **Fiction** **Narrative** The Missing Piece by Jordan Stephens **Poetry** Michael Rosen John Foster
Writing objectives	For the writing objectives linked to the core texts, see the Year 1 English Curriculum 2026-2027					

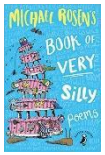
<table>
<tr><td>Read aloud programme</td><td colspan="3">4x 10 min daily reading sessions
Termly Author Focus</td></tr>
<tr><td>Reading</td><td>Read Aloud

The Worries by Jion Sheibani
Leonora Bolt by Lucy Brandt




</td><td>Read Aloud



Mr Penguin and the Lost Treasure by Alex T. Smith</td><td>Read Aloud




Book of Very Silly Poems by Michael Rosen
You Wait Till I'm Older Than You by Michael Rosen</td></tr>
<tr><td>Reading based on the BERT programme</td><td colspan="3">BERT for those that are below Turquoise.
4 x 30 minute sessions – one comprehension and three guided reading sessions. For full details see year group guidance in burgundy curriculum folder.</td></tr>
<tr><td>Book Study</td><td colspan="3">Book Study (2 x 30-minute sessions)
In these sessions, a book is read and studied across a half term. Every week, two to four chapters are read, depending on length.

The very first session of the half term should always introduce the text, author and any related information to enable children to access the story, making links to prior learning or learning in other subjects.</td></tr>
</table>

Promoting Reading across EYFS and KS1

(For how we promote reading across the school, see Reading Strategy Statement)

Provision for Early Reading	-A print rich environment, e.g. labelling of resources and displays, instructions -A well-stocked book area with a range of fiction and non -fiction texts clearly labelled and organised; plus, familiar texts -Books available in other areas of the classroom, e.g. books about building in the construction area, topic books on an interactive display -Reading stories for pure enjoyment/fun -Visual discrimination games -Attention and memory games -Listening games -Word play games – oral -Informal interactions with books in the reading area -Story props/puppets -Storyboards/sequencing cards -Watching and listening to stories online -Explicit reference to environmental print, including single words, phrases and sentences -Interactive displays that include print, e.g. words and sentences relevant to pupil experiences -Wow word Wall – words to be put into the context of a simple sentence, e.g. Katie said "……." -I.T. programmes -Name card games/activities -Magnetic letters and boards -Book making materials -Word matching games
Developing Teacher Subject Knowledge	- In school, and external, training and development opportunities - PACE training /moderation - Shared practice - LMT research - Teachers' knowledge of texts and authors expanded - Support and advice from the Reading Lead and Early Reading Lead

Developing children's language and communication	- Three tier 2 words taught explicitly and applied each week - New vocabulary prominently displayed - Identifying new language from class texts - Planning specific teaching of vocabulary across the curriculum - Discussing texts explored in reading sessions as well as across the curriculum
Meeting the needs of all children	- Quality First Teaching - Mixed attainment reading partners - Echoing (teacher modelling fluent reading, children echo) - High-quality texts in lessons and for read aloud - Streaming of some groups
Promoting Reading for Pleasure	- 4x a week read aloud sessions - Appealing book corners -Weekly visits to Reading Hub - Reading Hub access available after school - Good quality home reading books - World Book Day celebrations - Author visits - Hooked on Books award - Shared reading areas - Reading Displays - Book study approach in Y2 to Y6 and BERT in KS1
Promoting Reading in the Environment	- A well-stocked book selection in the classrooms and in the Reading Hub - A reading door sign to show what is currently being read. - A reading display that displays the author focus for the term, including relevant information about the author and their books - Vocabulary displayed showing the current week's three words and previous week's words. - Other displays linked to the wider curriculum should also include vocabulary linked to the topic - Hooked on Books winners shared in assemblies and on the school website.
Home learning	- Children are expected to read daily for approximately 10 minutes - CGP workbooks (KS1) and Phonics Practice Pupil Books (Reception) provided to parents for all children

	-Further information on how to support children at home can be found in the Home Learning booklets for each year group or phase and in the support for home learning section on the school website.
Parent/Community links	- Volunteer reading partners - Reading Hub volunteers - Age-appropriate book recommendations - Parent Reading Workshops - Book Fairs - Promoting and visiting local Libraries - Home reading support booklets for each year group shared on website - Reading meetings/workshops – early reading/phonics focus - Scofield and Sims My Letters and Sounds Leaflet -Home/school reading diary, including reading together guidance - Curriculum Information (termly overview and weekly suggested activities for home) -Parent/Teacher Consultation Meetings (twice yearly) -Opportunities to visit class to see phonics being taught and share books with children (Reception) -Audio of sounds with mnemonics uploaded to the school website to demonstrate key pronunciation

Appendix 1 Shared Reading

What is Shared Reading?

"Shared reading is a collaborative language activity based on the bedtime story."

(Holdaway, 1979).

It typically involves a teacher and a large group of children sitting closely together to share the reading and re-reading of enlarged texts.

It is vitally important that each classroom has shared reading books that are kept in that classroom;

Texts should be continuously available for long periods because they can be revisited by children who are at different levels of independence in dealing with print.

The opportunity for children to return frequently to re-read a wide variety of familiar material allows them to:

- *orchestrate the complex patters of responding to print*

- *read the books with increasing levels of independence*

(Clay: 1991)

Purposes of Shared Reading:

- Foster an enthusiasm for and interest in reading;
- Model early reading behaviours, strategies and the reading process;
- Invite participation in practicing reading and reading behaviours within the security of a large group;
- Teach key reading objectives identified in the curriculum;

- Teach reading strategies which will support children in meeting the identified objectives;
- Encourage children to talk about reading strategies they use;
- Create a store of familiar texts;
- Support the develop a core sight vocabulary;

Planning for Shared Reading

Prior to a shared reading session, you will need to:

- Identify key learning objectives;
- Select appropriate text (Please refer to list within this guidance);
- Ensure there is enough space for all children to sit comfortably with a clear view of the book.
- Where relevant, shared reading objectives are planned on a two-weekly cycle.

Teaching

- Introduction - introduce children to the book and share learning objectives for the lesson, look at front cover and discuss what the story might be about. You may also want to take a quick walk through the book.
- Main Activity - make sure that teaching relates to planned learning objectives
  - use explicit language of books, model target strategies and behaviours
  - Encourage participation from the children, where appropriate
- Conclusion - review/recap learning

A shared writing activity should be incorporated into at least one session per week.

Appendix 2 Guided Reading and BERT

BERT
Becontree's Everyone Reading Together (BERT) time is a 30-minute daily reading session for children in KS1 (Year 1 and 2 up to purple book band level and Reception speedy readers in the summer term).

- Small groups of approximately 6-8 children.
- Read of one or two books weekly with the support of an adult.
- To ensure fluency, comprehension and enjoyment of reading.

The aim of BERT is to:

- increase the quantity of texts that beginner readers engage with enjoyably and independently every day.
- develop their accuracy, speed and expression to build their reading confidence.
- to ensure that all children make good progress by working with a trained adult .
- to establish a coherent approach to early reading instruction in KS1.
- for children to enjoy daily reading while increasing the challenge of texts across the year.

BERT Fluency Routine

BERT adults are required to include the fluency routine to encourage children to read using expression, coherently and fluently.

Introduce the Text Model fluent reading by reading the text out loud with accuracy, expression and appropriate pace. Adult to read the first page.
Choral Reading Read the text together to build your students confidence and help them to develop rhythm.
Partner Reading Pair students up and have them take turns reading while the other listens and provides feedback and support. Children to discuss what is happening in each page using picture cues.
Echo Reading Read a portion of the text aloud and have students repeat it back, focusing on expression and phrasing.
Performance Reading/Self -Assessment Have students read to a partner or a small group and reflect on their expression, phrasing and accuracy.

BERT Guidance

Day	Adult's Role	Child's Role
Monday	Recap on sounds related to the phase of the book. Introduce book 1, teach key words and tricky words. The adult will discuss the meaning of unfamiliar words. Then model reading the first page of the book, using expression and intonation. Next the adult will read the second page of the book together with the children. The adult will ask questions as they go through the book.	To identify sounds relating to the phase taught. The children will read the words phonetically or by sight. Children are encouraged to read together as a group and then with their partner. The children are required to use picture cues as they go through the books and discuss what is happening on in each page. Children will be required to use expression and intonation as they read the book.
Tuesday	Recap on sounds related to the phase of the book. Recap book 1, recap key words and tricky words. The adult will discuss the meaning of unfamiliar words. The adult will ask questions from the back of the book (apply fluency routine).	To utilise reading strategies to read fluently and demonstrate good comprehension skills. Children will be reading with their partner using expression and intonation.
Wednesday	Recap on sounds related to the phase of the book. Introduce book 2, teach key words and tricky words. The adult will discuss the meaning of unfamiliar words. Then model reading the first page of the book, using expression and intonation. The adult will read the next page of the book together with the children. The adult will ask questions as they go through the book.	To identify sounds relating to the phase taught. The children will read the words phonetically or by sight. Children are encouraged to read together as a group and then with their partner. The children are required to use picture cues as they go through the books and discuss what is happening on in each page. Children will be required to use expression and intonation as they read the book

Thursday	Recap on sound related to the phase of the book. Introduce book 2, recap key words and tricky words. The adult will discuss meaning of unfamiliar words. The adult will ask questions from the back of the book. Children's books will be changed (apply fluency routine). **The adult can go through one or two sets of books.** Adults to email the Reading Lead about any issues relating to their BERT group.	To utilise reading strategies to read fluently and demonstrate good comprehension skills. Read with partners and use expression and intonation.
Friday	The adult to prepare resources needed for the following week and read with chn that require extra support in reading.	N/A

What is Guided Reading?

Guided reading is an instructional and evaluative technique which supports and encourages the development of strategies for independent reading. It builds on the experiences of read aloud and shared reading, and moves children toward independence.

In EYFS, we use the My Letters and Sounds Readers for guided reading. These are selected based on children's phonic knowledge. Children re-read these texts to enable them to become fluent with their reading before moving on to the next text.

Guided Reading in the EYFS (Reception)

The purposes are the same as for shared reading plus it:

- provides a transitional period where children can progress from

shared reading towards guided reading;

- supports children in the development of a repertoire of skills and strategies which they can use flexibly and appropriately to comprehend as they read.

A Progressive Model towards Guided Reading

Before children can access and benefit from Guided Reading sessions, it is essential that they have the essential pre-requisites to be successful. These early print concepts are modelled and taught through a progressive model for the teaching of reading. The 3-stage model is detailed below.

The first term of the Reception Year time is spent developing routines and teaching children games to enable them to work independently when guided reading in a small group begins later in the Spring Term.

Reading Stage/Approach	Teaching Model	Assessment	Home/School Communication
Stage One: Lilac Books Shared reading in a small group (up to 6 children)	• Adult models reading behaviours and strategies with a large text where possible. • Children participate and join in where appropriate. • Texts chosen from classroom selection with predictable patterns, rhyme and alliteration.	**Before progressing to Stage Two, children should:** • handle books carefully, e.g. turn pages one at a time, hold book the right way up • understand how books are organised and use language of front, back, page etc ; • know that print conveys the meaning;	**Home/School Links at Stage One** • All children take home a library book weekly to share with an adult. • When children are ready they should take home an early reader or picture book. • All children have a Reading Diary sent home with comments made by class teacher. Parents are encouraged to write comments back to the class

		• know that print, in English, is read from left to right and top to bottom; • show an awareness of rhyme and alliteration; • join in with repeated parts of a story; • use pictures to tell the story but not necessarily in the correct order; • predict some events.	teacher and children are encouraged to draw a picture about the story they have read. • Guidance for parents is provided inside the front cover of the Reading Diary. • A Reading Workshop is held in school for parents to attend. The session explains how reading is taught in school and offers strategies to parents about how they can help at home.

Stage Two: *Pink (ORT Phase 2) and Green (My Letters and Sounds Phase 2 Phonic Readers)* **– Shared/Guided Reading**

As for Stage One, plus:

- Adult models reading strategies and encourages children to talk about the strategies they use:
- Children look at individual copies of the same text and use it to, e.g. track the text, match words with one to one correspondence.
- Texts are chosen from the school supply of Band 1 (Pink) Group Reading materials from the reading cupboard.

Before progressing to Stage Three, children should:

- point to where we start reading;
- know that left page comes before the right;
- be able to track a text from left to right;
- be able to make one to one correspondence between written and spoken words;

- use memory of familiar texts to match some spoken and written words;
- recognise and read familiar words and phrases in books and stories.

Home/School Links

- All children at this stage take home an Early Reading text chosen from the relevant colour band.
- Parents receive a copy of the High Frequency Words to practice at home.
- High Frequency Words should also be presented in sentence form.

Stage Three: *Red and Yellow (My letters and Sounds Phonic Readers) Phase Three and Phase 4*- Guided Reading

Key points to consider when planning guided reading sessions

- Use of stimulus to introduce key content of the chosen text, using school Guided Reading books from the relevant band.
- Before reading the text the adult familiarises the children with the content of the book, e.g. take a walk through the book looking at pictures, key phrases, unfamiliar words.
- Children read individual copies of the text.
- Children talk about reading strategies they are using.
- Children talk about what happened in the text and answer questions about what they have read.
- Children (i) read the text together
  (ii) read the text independently
  - Texts are chosen from Band 2 (Red) upwards as appropriate for the stage of development of the group of readers.

Home/School Links

- As for Stage Two
- In addition to sentence making, children should be provided with other activities to do at home, e.g. a simple spelling activity (cloze procedure), sequencing activity, drawing and writing a simple sentence to match, early comprehension activities i.e. oral questions for adults to record children's responses.

Appendix 3 Teaching Phonics

Phonological Awareness

Scheme

As a school we use Schofield & Sims My Letters a Sounds phonics scheme to plan and teach our phonics lessons. This scheme uses a range of visual resources to support teaching when introducing a new sound. Interactive games and resources from Phonics Play and Twinkl are also used to further engage children in learning.
Pupils in Year Two follow Phonics Play Phase Six.

As a school we use the My Letters and Sounds Guidance to plan our teaching of phonics with Jolly Phonics resources (visuals and actions). These are used to introduce new sounds. Phonics Play lesson plans are used as a starting point.
For pupils who have not reached the required standard by Year 2, a different approach is taken to secure progress. This is currently provided by the Phonics Bug scheme.

The guidance that follows outlines a progression (in phases) for the teaching and learning of phonics. It is important to note that groups of children will be operating within different phases at any one given time.

Plans must be differentiated to ensure the needs of all children are met.

For the majority of children, the following guidance **may** apply:

Year Group	Monthly	Phase	Main Purpose	Outcome	Phonic knowledge and skills acquired
Nursery		Phase 1	Through speaking and listening activities, children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children	Children explore and experiment with sounds and words. They listen attentively. They show a growing awareness and appreciation of rhyme, rhythm and alliteration. They speak clearly and audibly with confidence and control. they distinguish between different sounds in words and begin to develop awareness of the differences between phonemes.	Teaching will focus on speaking and listening, in order to prepare the ground for effective phonics teaching. Children will become increasingly discriminating in identifying and distinguishing between different sounds and phonemes and in articulating them. They will become increasingly aware of the relationship between sounds, letters and words. They

			will improve their ability to distinguish between sounds and to speak clearly and audibly with confidence and control. They become familiar with rhyme, rhythm and alliteration.		will be introduced to a broader range of rhymes and songs with rhythmic patterns. As children are introduced to a phonic programme, they will continue to build their confidence in distinguishing between phonemes.
Reception	September – October	Phase 1	Through speaking and listening activities, children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children will improve their ability to distinguish between sounds and to speak clearly and audibly with confidence and control. They become familiar with rhyme, rhythm and alliteration.	Children explore and experiment with sounds and words. They listen attentively. They show a growing awareness and appreciation of rhyme, rhythm and alliteration. They speak clearly and audibly with confidence and control. they distinguish between different sounds in words and begin to develop awareness of the differences between phonemes.	Teaching will focus on speaking and listening, in order to prepare the ground for effective phonics teaching. Children will become increasingly discriminating in identifying and distinguishing between different sounds and phonemes and in articulating them. They will become increasingly aware of the relationship between sounds, letters and words. They will be introduced to a broader range of rhymes and songs with rhythmic patterns. As children are introduced to a phonic programme, they will continue to build their confidence in distinguishing between phonemes.
	October - December	Phase 2	To introduce grapheme-phoneme (letter-sound) correspondences.	Children know that words are constructed from phonemes and that phonemes are represented by graphemes. They have knowledge of a small selection of common consonants and vowels. They blend them together	Teaching will focus on grapheme-phoneme correspondences for a small selection of common consonants and vowels, (such as ‘s’, ‘a’, ‘t’, ‘p’, ‘i’, ‘n’, which is a widely used, but only one, example of selections that can be used).

				in reading simple CVC words and segment them to support spelling.	Children will be shown how to blend these together to read simple CVC words and also how to segment them for spelling those words. .
	January-April	Phase 3 Catch-up sessions for Phases 1 and 2	To teach children one grapheme for each of the 43 phonemes in order to read and spell simple regular words.	Children link sounds to letters, naming and sounding the letters of the alphabet. They recognise letter shapes and say a sound for each. They hear and say sounds in the order in which they occur in the word, and read simple words by sounding out and blending the phonemes all through the word from left to right. They recognise common digraphs and read some high frequency words.	Teaching will focus on all 43 phonemes with their most common graphemes, including digraphs and double letters. Children will learn to recognise that the process of segmenting words into their constituent phonemes in the reverse process to blending and enables them to spell the word. As the 44 phonemes and their grapheme correspondences are being learned, children will read and spell an increasing number of words. For example, when the letter sounds ‘a’, ‘t’ and ‘p’ have been learned, if the letter sound ‘s’ is taught next, the children will read and spell words such as ‘taps’ and ‘pats’. They will show an increasing interest in using their new knowledge to attempt to read and write words.
	April- July	Phase 4 Catch-up sessions for Phases 2 and 3	To teach children to read and spell words containing adjacent consonants.	Children are able to blend and segment adjacent consonants in words and to apply this skill when reading unfamiliar texts and in spelling.	Teaching should focus on the skills of blending and segmenting words containing adjacent consonants; they should not be taught in word families, such as ‘spot, spit, spin’ as the children will treat ‘sp’ as one unit, and for some children this will be a barrier to learning. Having acquired the ability to blend, children will be able to read and spell an increasing number of new words, moving beyond simple CVC words (e.g. ‘pot’) to

					CVCC words (e.g. 'pots') and CCVC words (e.g. 'spot') and CCVCC words (e.g. 'spots') and, in due course to CCCVC words (e.g. 'spilt').
Year 1	October-December	Phase 5 Term 1	Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.	Children will use alternative ways of pronouncing the graphemes and spelling the phonemes corresponding to long vowel phonemes. Children will identify the constituent parts of two-syllable and three-syllable words and be able to read and spell phonically decodable two-syllable and three-syllable words. They will recognise an increasing number of high frequency words automatically. Phonic knowledge and skills will be applied as the prime approach in reading and spelling when the words are unfamiliar and not completely decodable.	Teaching will focus on long vowel phonemes and the different grapheme correspondences (such as /oe/'o-e', 'o', 'oa', 'ow'). Graphemes that can be pronounced in different ways will be explored (e.g. 'c' in 'coat' and 'city'). The reverse process of segmenting words into their constituent phonemes applies in the case of spelling. Having acquired these skills, children will read and spell a range of simple and complex words, applying their knowledge of graphemes to make phonically plausible attempts at some complex words.
	January-April	Phase 5 Term 2			
	April- July	Phase 5 Term 3			
Year 2	All Year	Phase 5 and 6 Targeted interventions for pupils who did not pass the phonics screen at the end of Year 1	Teaching children to develop their skill and automaticity in reading and spelling, creating every-increasing capacity to attend to reading for meaning.	Children apply their phonic skills and knowledge to recognise and spell an increasing number of complex words. They read an increasing number of high and medium frequency words independently and automatically.	Teaching will focus on less common grapheme-phoneme correspondences (e.g. the 's' in vision as pronounced /zh/). Children are supported in continually developing and applying their phonic knowledge and skills in discrete phonics teaching as well as in shared, guided and independent reading, both within the dedicated literacy teaching time and across the curriculum. Children widen their knowledge of word families and recognise phonic irregularities. They develop an increasing understanding of different spelling patterns.

From Phase 2 onwards, phonic sessions will be taught daily for 30 minutes.

A typical session follows this structure:

Introduce	Each lesson has a specific focus: introducing a new GPC or tricky word, which is shared with the children at the start of the lesson.
Revisit and review	Brief Revision of previous learning, such as recognition or recall of graphemes, or reading of tricky words.
Teach	Teaching a new GPC or tricky word.
Practise	Activities that allow the children to practise the new skill or grapheme.
Apply	Children to put the new learning into practise: reading or writing captions and sentences containing the focus grapheme and/ or tricky word.
Assess	Daily assessment statements used to assess new learning and children's response and progress.

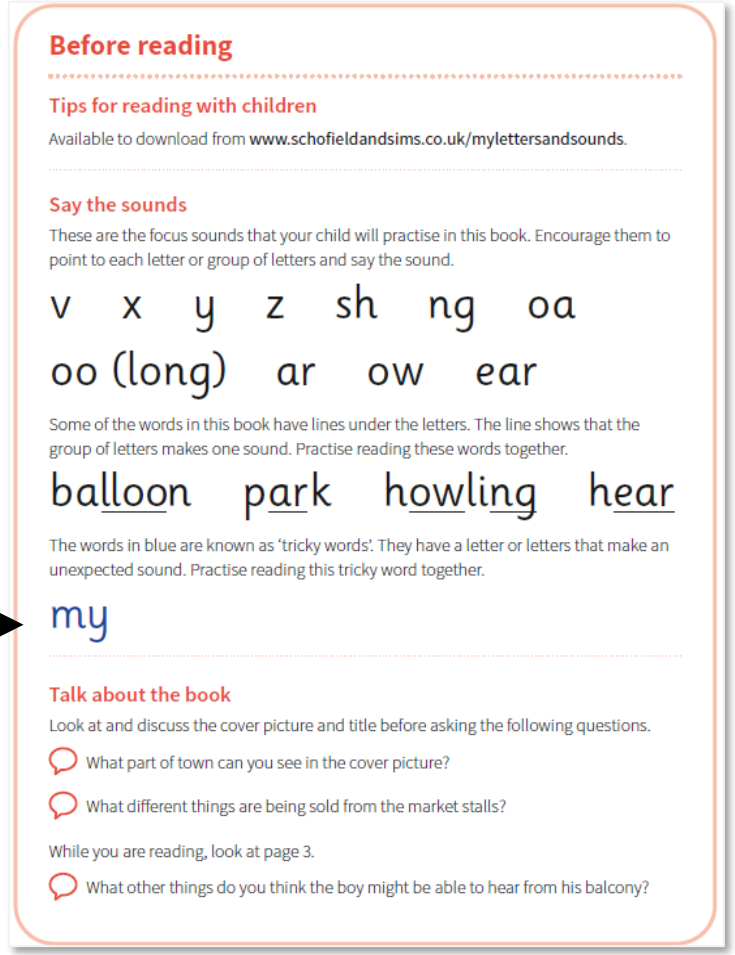
Appendix 4 – Reading the Phonic Reading with Your Child Guidance

The first time your child reads the book, the focus will be on blending and working out what the words are. Before they begin to read the book, go through the page on the back of the front cover, together.

Ask your child to sound out each sound (grapheme). For the enunciation of the phase 2 and 3 sounds go to the school's website for help.

Underlined letters are diagraph (two letters that make one sound) and trigraphs (three children that makes one sound).

With your child practise reading these words.



Before reading

Tips for reading with children

Available to download from **www.schofieldandsims.co.uk/mylettersandsounds**.

Say the sounds

These are the focus sounds that your child will practise in this book. Encourage them to point to each letter or group of letters and say the sound.

v x y z sh ng oa

oo (long) ar ow ear

Some of the words in this book have lines under the letters. The line shows that the group of letters makes one sound. Practise reading these words together.

balloon park howling hear

The words in blue are known as 'tricky words'. They have a letter or letters that make an unexpected sound. Practise reading this tricky word together.

my

Talk about the book

Look at and discuss the cover picture and title before asking the following questions.

- What part of town can you see in the cover picture?
- What different things are being sold from the market stalls?

While you are reading, look at page 3.

- What other things do you think the boy might be able to hear from his balcony?

Practise reading the tricky words. Here are the only tricky words that are used in the book.

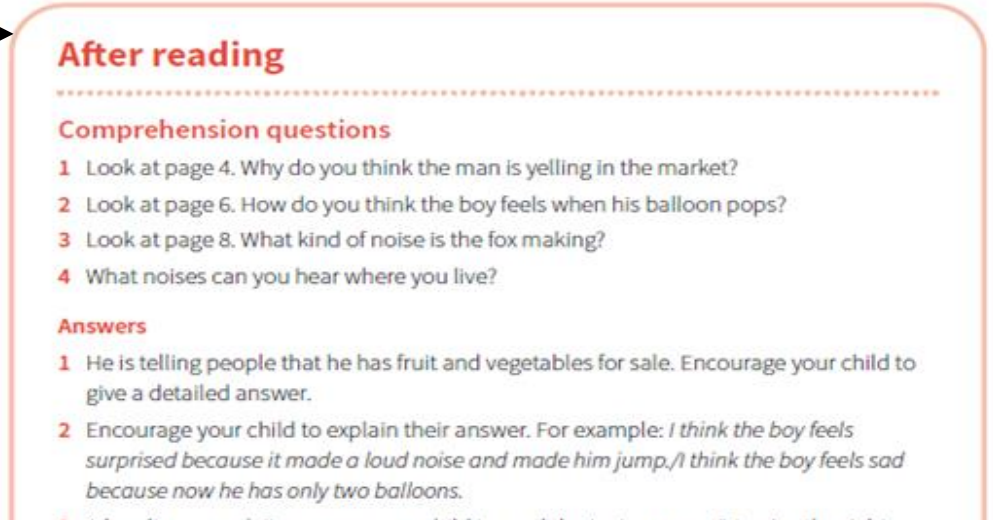
Finally, before your child can read the book for the first time, use the questions to talk about the book. Please answer the questions together.

Now your child can read the book:

- Allow time for your child to sound out (sound talking) and blend the sounds to read the words.
- After they have read each sentence, ensure that they go back to the beginning of the sentence and try to reread it without sound talking each word

The second time your child reads the book, go through the 'before reading' page again then allow them to read the book. This time, please encourage your child to read familiar words without sounding out every single word, where relevant. For example, the word 'sit' might be repeated several times, so talk about the sounds/word being the same.

The third time, your child can read for meaning and understanding. Use the back of the back cover (After reading) to ask your child questions.



After reading

Comprehension questions

1 Look at page 4. Why do you think the man is yelling in the market?
2 Look at page 6. How do you think the boy feels when his balloon pops?
3 Look at page 8. What kind of noise is the fox making?
4 What noises can you hear where you live?

Answers

1 He is telling people that he has fruit and vegetables for sale. Encourage your child to give a detailed answer.
2 Encourage your child to explain their answer. For example: *I think the boy feels surprised because it made a loud noise and made him jump./I think the boy feels sad because now he has only two balloons.*

Appendix 5- Teaching Reading in the Nursery

Autumn Term	Spring Term	Summer Term
Story time – daily	Story time – daily	Storytime – daily
Library Visit – 1x weekly	Library Visit – 1x weekly	Library Visit – 1x weekly
Self Registration – daily (using picture clue)	Self Registration – daily (some without picture clue)	Self Registration – daily (most without picture cue)
Access to a well resourced Book Area – daily	Access to a well resourced Book Area - daily	Access to a well resourced Book Area - daily
Labelled (in print) interactive displays including a range of text types linked to theme/topic	Interactive displays including a range of text types linked to theme/topic	Interactive displays including a range of text types linked to theme/topic
Displays that are personalised with print, photographs and meaningful sentences.	Displays that are personalised with print, photographs and meaningful sentences	Displays that are personalised with print, photographs and meaningful sentences
Good word/Wow word board which displays words and simple sentences.	Good word/Wow word board which displays words and simple sentences.	Good word/Wow word board which displays words and simple sentences.
Shared Reading – at least 2 sessions per week (one key worker group and one shared reading intervention)	Shared Reading – at least 2 sessions per week (one key worker group and one shared reading intervention)	Shared Reading – at least 2 sessions per week (one key worker group and one shared reading intervention)
Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans
* Phonological Awareness – Attention and Listening activities daily	Phonological Awareness – Attention and Listening activities daily Name/Syllables	Phonological Awareness – Attention and Listening activities daily Introduction to rhyme, alliteration, where appropriate initial sounds and blending
Text/print links with other areas of learning via Medium Term plans	Text/print links with other areas of learning via Medium Term plans	Text/print links with other areas of learning via Medium Term plans

* Progression is only for guidance and teachers should use their own professional judgement and knowledge of their children to decide when to move between each stage.

Appendix 6- Teaching Reading in the Reception Year

Autumn Term	Spring Term	Summer Term
Story time – daily	Story time – daily	Storytime – daily
Library Visit – 1x weekly	Library Visit – 1x weekly	Library Visit – 1x weekly
Self-Registration – daily	Self-Registration – daily	Self-Registration – daily
Access to a well-resourced Book Area – daily	Access to a well-resourced Book Area - daily	Access to a well-resourced Book Area - daily
Labelled (in print) interactive displays including a range of text types linked to theme/topic.	Interactive displays including a range of text types linked to theme/topic	Interactive displays including a range of text types linked to theme/topic
Displays that are personalised with print, photographs and meaningful sentences.	Displays that are personalised with print, photographs and meaningful sentences	Displays that are personalised with print, photographs and meaningful sentences
Wow word board which displays words and simple sentences linked to all areas of learning/key texts.	Wow word board which displays words and simple sentences linked to all areas of learning/key texts.	Good word/Wow word board which displays words and simple sentences.
* Shared Reading –1x weekly as a class and at least 1x weekly in reading groups.	* Shared Reading – 1x weekly as a class. Shared/Guided Reading at least 3x weekly in reading groups.	* Shared Reading – 1x weekly as a class. Guided Reading at least 3x weekly in reading groups.
Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans
* Phonological Awareness (Phase 1) – Attention and Listening activities daily, including rhyme and alliteration. Daily phonics programme (letter/sounds correspondences) - Phase 2	Phonological Awareness – Attention and Listening activities daily. Daily phonics programme (letter/sounds correspondences) Phase 2 and 3	Phonological Awareness – Attention and Listening activities daily. Daily phonics programme Phase 3 and 4

* Progression is only for guidance and teachers should use their own professional judgement and knowledge of their children to decide when to move between each stage.

Appendix 7- Teaching Reading in Year 1

Autumn Term	Spring Term	Summer Term
Read Aloud -10 mins x 4 read aloud	Read Aloud -10 mins x 4 read aloud	Read Aloud -10 mins x 4 read aloud
Library Visit – 1x weekly	Library Visit – 1x weekly	Library Visit – 1x weekly
BERT- Daily 30-minute sessions x4 *Book Study- Daily 30-minute Sessions x4	BERT- Daily 30-minute sessions *Book Study- Daily 30-minute Sessions x4	BERT- Daily 30-minute sessions *Book Study- Daily 30-minute Sessions x4
Access to a well-resourced Book Area – daily	Access to a well-resourced Book Area - daily	Access to a well-resourced Book Area - daily
	Spelling -Spelling Shed	**Spelling** Spelling Shed
Language and Communication- Vocabulary. 3 Words Weekly	Language and Communication- Vocabulary. 3 Words Weekly	Language and Communication- Vocabulary. 3 Words Weekly
Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans
Daily phonics programme 30 minutes x5 Phase 5 Term 1 *Phase 2/3	Daily phonics programme 30 minutes x5 Phase 5 Term 2 *Phase 3/4	Daily phonics programme 30 minutes x5 Phase 5 Term 3 *Phase 4/5 Term 1

***** Progression is only for guidance and teachers should use their own professional judgement and knowledge of their children to decide when to move between each stage.

Appendix 7- Teaching Reading in Year 2

Autumn Term	Spring Term	Summer Term
Read Aloud -10 mins x 4 read aloud	Read Aloud -10 mins x 4 read aloud	Read Aloud -10 mins x 4 read aloud
Library Visit – 1x weekly	Library Visit – 1x weekly	Library Visit – 1x weekly
BERT- Daily 30-minute sessions x4 *Book Study- Daily 30-minute Sessions x2	BERT- Daily 30-minute sessions *Book Study- Daily 30-minute Sessions x2	BERT- Daily 30-minute sessions *Book Study- Daily 30-minute Sessions x2
Access to a well-resourced Book Area – daily	Access to a well-resourced Book Area - daily	Access to a well-resourced Book Area - daily
Spelling -Spelling Shed	**Spelling -**Spelling Shed	**Spelling** Spelling Shed
Language and Communication- Vocabulary. 3 Words Weekly	Language and Communication- Vocabulary. 3 Words Weekly	Language and Communication- Vocabulary. 3 Words Weekly
Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans	Enrichment Activities – linked to medium term plans
Daily phonics programme 30 minutes x5 Phase 6 *Phase 3	Daily phonics programme 30 minutes x5 Phase 6 *Phase 4	Daily phonics programme 30 minutes x5 Phase 6 *Phase 5 Term 1

***** Progression is only for guidance and teachers should use their own professional judgement and knowledge of their children to decide when to move between each stage.