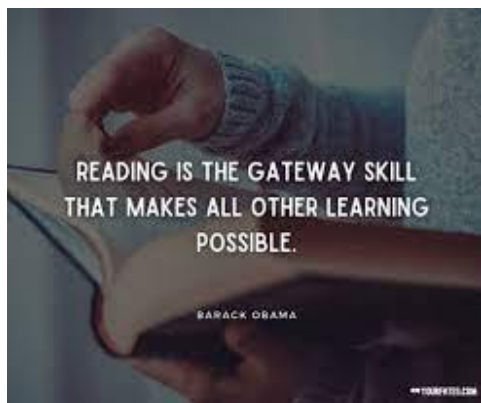




Early Reading (EYFS, KS1 and Four Seasons ARP)



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



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

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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 do this by:

- 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 or their time in the ARP, we aim for all pupils to:

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 phonic knowledge and that do not require them to use other strategies to work out words	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 accurately, automatically and without undue hesitation - Reread these books to build up their fluency and confidence in word reading

		-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 -Checking that the text makes sense to them as they read, and correcting inaccurate reading -Discussing the significance of the title	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 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:
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		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	-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
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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

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

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 in the ARP, the teaching of language comprehension and word reading is based on the child's individual needs. We use a range of documents to plan their individual sequence for teaching and learning:

- EHCPs (including targets from SALT)
- One Plans
- PIVATs statements
- MAPP statements

Using these documents, we will then refer to the correct sequence of teaching/learning in the tables below.

EYFS

Key
Birth to 3 Years
3 and 4 Years
Children in Reception
<i>Early Learning Goal</i>

Nursery: Sequence of Teaching/Learning

Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
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					
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	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		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.		
	Develop their phonological awareness, so that they can: - Count and clap syllables in a word	Develop their phonological awareness, so that they can: - Count and clap syllables in a word - Recognise words with the same initial sound. - Engage in extended conversations about stories, learning new vocabulary.	Engage in 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. Language comprehension Engage in conversations about stories, learning new vocabulary.	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–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 <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>Anticipate (where appropriate) key events in stories.</i>	Word reading <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> <i>Read words consistent with their phonic knowledge by sound-blending.</i> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> Language comprehension <i>Anticipate (where appropriate) key events in stories.</i>

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

Year Group	Phonics Phase	Overview									
Nursery	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									
Reception	Phase 1: Autumn Term 2 weeks	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									
		Phase 2:									
		Autumn Term									
		9 weeks									
			WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9
New GPCs		s, a, t, p	l, n, m, d	g. o. c, k	ck, e, u, r	H, b, f, ff, l, ll	ss	Revision of GCPs requiring reinforcement			
Reading tricky words				Blending 'and'	to the	I no go		into put*	of off		
Blending and segmenting		Oral blending and segmenting	Blending to read VC and CVC words	Segmenting to spell words	Practising blending to read and segmenting to spell words		Reading two-syllable words	Practising blending to read words		Practising segmenting to spell words	
Reading and spelling captions and sentences		Writing letters s, a, t, p		Demonstrating reading captions	Demonstrating spelling captions	Supporting children in reading captions			Reading words, captions and sentences		

	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.										

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

Phase 5
Term 1
Week 5-12

Weeks	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
New GPCs (Phase Five graphemes)	ay for /ai/ sound (day) ou for /ow/ sound (cloud) ie for /igh/ sound (pie)	ea for /ee/ sound (each) oy for /oi/ sound (boy) ir for /ur/ sound (girl)	aw for /or/ sound (saw) ue for /oo/ and /yoo/ sounds (blue rescue) ew for /oo/ and /yoo/ sounds (chew new)	oe for /oa/ sound (toe) au for /or/ sound (Paul) i-e for /igh/ sound (time)	a-e for /ai/ sound (make) o-e for /oa/ sound (home) u-e for /oo/ and /yoo/ sounds (rude cute)	e-e for /ee/ sound (these) wh for /w/ sound (when) ph for /f/ sound (phone)	Revision of GPCs in phoneme families: /ai/ ai ay a-e /ee/ ee ea e-e /igh/ igh ie i /or/ or aw au /ur/ ur ir	Revision of GPCs in phoneme families: /oa/ oa oe o-e /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	<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>New GPCs (alternative graphemes for phonemes)</td><td>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</td><td>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)</td><td>Review of graphemes for /ur/ phoneme family (ur ir er) (w)or for /ur/ (work) ear for /ur/ (earth)</td><td>eer and ere for /ear/ (cheer here) are for /air/ (share) ear and ere for /air/ (bear there)</td><td>ure and the /ure/ sound (pure) t(ure) for /ch/ (picture) a for /ar/ (father*) al for /ar/ (half)</td><td>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)</td></tr><tr><td>Reading new tricky words</td><td></td><td></td><td>busy pretty</td><td></td><td>hour beautiful</td><td></td></tr><tr><td>Spelling tricky words</td><td>oh Mr Mrs</td><td>call(ed) asked</td><td></td><td>their your</td><td></td><td></td></tr></table>	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		
		Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6																						
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		Reading new tricky words			busy pretty		hour beautiful																							
	Spelling tricky words	oh Mr Mrs	call(ed) asked		their your																									
	Phase 5 Term 3 Weeks 6-12	<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>	Weeks	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12	New GPCs (alternative graphemes for phonemes)	kn gn for /n/ sound (know gnat) wr for /r/ sound (write) mb for /m/ sound (lamb)	st sc for /s/ sound (listen science) y for /i/ sound (gym) augh our oar for /or/ sound (caught four board)	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)	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)	su si and /zh/ sound (treasure vision) Reading words with suffixes –ment –ness –ly Reading words with prefix un–	Reading words with suffixes –less and –ful Review of Phase Five GPCs	Reading new tricky words	shoe parent(s)		move improve				Spelling tricky words	people our	friend once	two (and other numbers)	could would should		
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		Reading new tricky words	shoe parent(s)		move improve																									
		Spelling tricky words	people our	friend once	two (and other numbers)	could would should																								

Year 2	Phase 6 Term 1a	Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
		Focus Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding –es to words ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding –ing and –ed to words ending in 'y'
		Focus Words: decodable	by, try, dry, sky, fly, sly, spy, reply	edge, hedge, badge, bridge, change, large, orange, challenge.	flies, spies, babies, teddies, carries, hurries, replies, cries	gnome, sign, gnaw, gnat, design, gnarl, gnash	knight, knee, knot, knife, knock, know, knapsack, knowledge	copied, copying, worried, worrying, annoying, annoyed, studying, studied
		Focus Words: common exception	door, floor	bought, favourite	autumn, gone	know, colour	other, does	talk, two
	Phase 6 Term 1b	Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
		Focus Spelling Pattern	'wr' saying /r/	'le' saying //	Adding –er and –est to words ending in 'y'	n 'el' saying //	'al' and 'il' saying //	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

	Phase 6 Term 2a	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
	Phase 6 Term 2b	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 –y to CVCC and CVC Words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Adding suffixes –ment 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

	Phase 6 Term 3a	Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
		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
	Phase 6 Term 3b							
		Weeks	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
			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

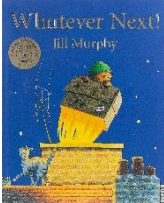
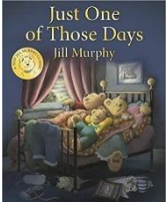
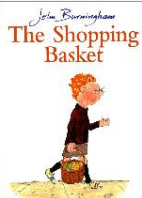
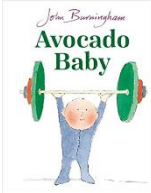
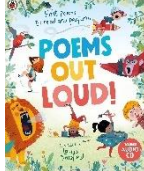
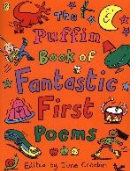
Nursery	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Core Texts	Is This My Nose? From Head to Toe by Eric Carle Ten Little Fingers and Ten Little Toes I Love Me by Marvyn Harrison and Diane Ewen Five Minutes Peace The Great Big Book of Families	My Five Senses Polar Bear, Polar Bear, What Do 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	The Colour Monster My Monster and Me Colour and Me We're Going on a Leaf Hunt Handa's Surprise Non-fiction – What can you see in Autumn? (Sian Smith)	The Smoos and the Smoos x2 Look Up! Alien Tea on Plant Zum-Zee Stickman The Christmas Story	Supertato Superkid Super Daisy A Superhero Like You Non-fiction text – We Love Festivals: Chinese New Year (Saviour Pirotta)	Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs and the Big Bad Book The Easter Story Non-fiction – What can you see in Spring? (Sian Smith)	The Ugly Duckling Jack and the Beanstalk A Seed in Need Oliver's Vegetables The Enormous Turnip Non-fiction – What can you see in Summer? (Sian Smith)	Sharing a Shell The Pirates Next Door The Lighthouse Keeper's Lunch 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 that Children will Learn	The Rainbow Song Harvest Festival Song Autumn Colour Poem	Five Little Men in a Flying Saucer Zoom, Zoom, Zoom We're Going to the Moon Winter's Here Poem Christmas Songs	Superworm Poem Superhero Finger Family song	Spring Poem	5 Little Ducks Mary, Mary Quite Contrary Here We Go Round the Mulberry Bush	Tiny Tim Baby Shark 1, 2, 3, 4, 5 once I caught a fish alive Bed in Summer Poem

Year 1-

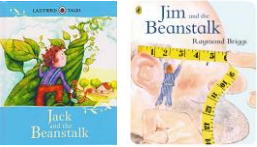
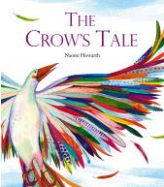
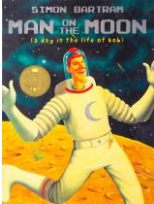
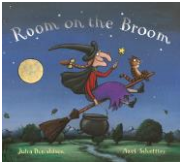
Writing objectives	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
	Non-fiction All About Me  Non-fiction Seasons Come, Seasons Go by Britta Teckentrup  Non-Fiction Wanted: The Perfect Pet by Fiona Robertson	 Narrative On the Way Home by Jill Murphy  Narrative Sam's Sandwich by David Pelham	 Narrative 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

Writing objectives	For the writing objectives linked to the core texts, see the Year 1 English Curriculum 2022-2023
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Read aloud	4x 10 minute read aloud sessions Termly Author Focus					
Reading	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 		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 		Read Aloud- Poetry focus     Julia Donaldson Poems to Perform Poems out Loud The Puffin Book of Fantastic First Poems Silly Verse for Kids	
Reading based on the BERT programme	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	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.	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.				

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 2022-2023					
Read aloud programme	4x 10 min daily reading sessions Termly Author Focus					

Reading	Read Aloud The Worries by Jion Sheibani Leonora Bolt by Lucy Brandt 	Read Aloud  Mr Penguin and the Lost Treasure by Alex T. Smith	Read Aloud  Book of Very Silly Poems by Michael Rosen You Wait Till I'm Older Than You by Michael Rosen Quick Let's Get Out of Here by Michael Rosen No Breathing in Class by Michael Rosen
Reading based on the BERT programme	BERT for those that are below Turquoise. 4 x 30 minute sessions – one comprehension and three guided reading sessions. <i>For full details see year group guidance in burgundy curriculum folder.</i>		
Book Study	Book Study (2 x 30-minute sessions) In these sessions, a book is read and studied across a half term. Every week, three to six 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.		

Four Seasons ARP

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic: Core Texts:	The Family Book What makes a family Jack and the Flumflum Tree The Paper Dolls We're Going on a Bear Hunt Wonderful and Different, Just Like Me	The Three Little Pigs Jasper's Beanstalk Goldilocks and the Three Bears Mr Wolf's Pancakes Jim and the Beanstalk Prince Cinders Hanukkah	Wonderful World of Colour Colour and Me The Colour Thief Flashlight	Farmyard Hullabaloo Farm Animals Hello World – Pets I Want a Pet How to Look After your Pet Cat Looking After Dogs and Puppies	I want to be a Fire Fighter, Doctor, Teacher, Astronaut When I grow up Real Super Hero's My 1st Book of Community Superheroes	From the Garden Sam Plants a Sunflower Tilly Plants a Tree TJ and the Sunflower Race Mad about Minibeast My First book of Minibeasts
Reading Purpose	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words
Key Rhymes, Poems and Songs that children will Learn	Songs: Head Shoulders The Feelings Song Good morning song Rhyming texts Number nursery rhyme songs	Songs: The Feelings Song Good Morning song Rhyming texts Number nursery rhyme songs	Songs: The Feelings Song Good Morning song Rhyming texts Number nursery rhyme songs	Songs: Old Mc Donald had a farm Good morning song Rhyming texts Number nursery rhyme songs	Songs: The Feelings Song Good Morning song Rhyming texts Number nursery rhyme songs	Songs: The Feelings Song Good morning song Round and round the garden Number nursery rhyme songs

Promoting Reading across EYFS and KS1

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

(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 (KS1) - 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 - Links with local library services - Visits to local libraries - Good quality home reading books - World Book Day celebrations - Author visits - Hooked on Books award - Shared reading areas - Reading Displays - library - Book study approach in Y2 to Y6 and BERT in KS1
Promoting Reading in the Environment	- A well-stocked book selection in the classroom, EYFS and KS1 Library - 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. - A photo or photos of Hooked on Books winner(s) displayed in class. - A whole school display of Hooked on Books winners each week. A list of winners is also 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 - ESOL Parent classes - Reading meetings/workshops – early reading, My Letters and Sounds - 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) -My Letters and Sounds Pupil Workbooks (Reception and Year 1) -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 patterns 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;

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

- 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. The adult will read a few pages 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 a few pages 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	To utilise reading strategies to read fluently and demonstrate good comprehension skills. Read with partners and use expression 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.	intonation.
Friday	The adult to prepare resources needed for the following week and meet with the Early Reading and Phonics Lead to discuss the progress and concerns of the children in their group.	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; • know that print, in English, is read from left to right and top to bottom;	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 teacher and children are encouraged to draw a picture about the story they have read.

		• 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.	• 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.
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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 be introduced to a broader range of

			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.		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.

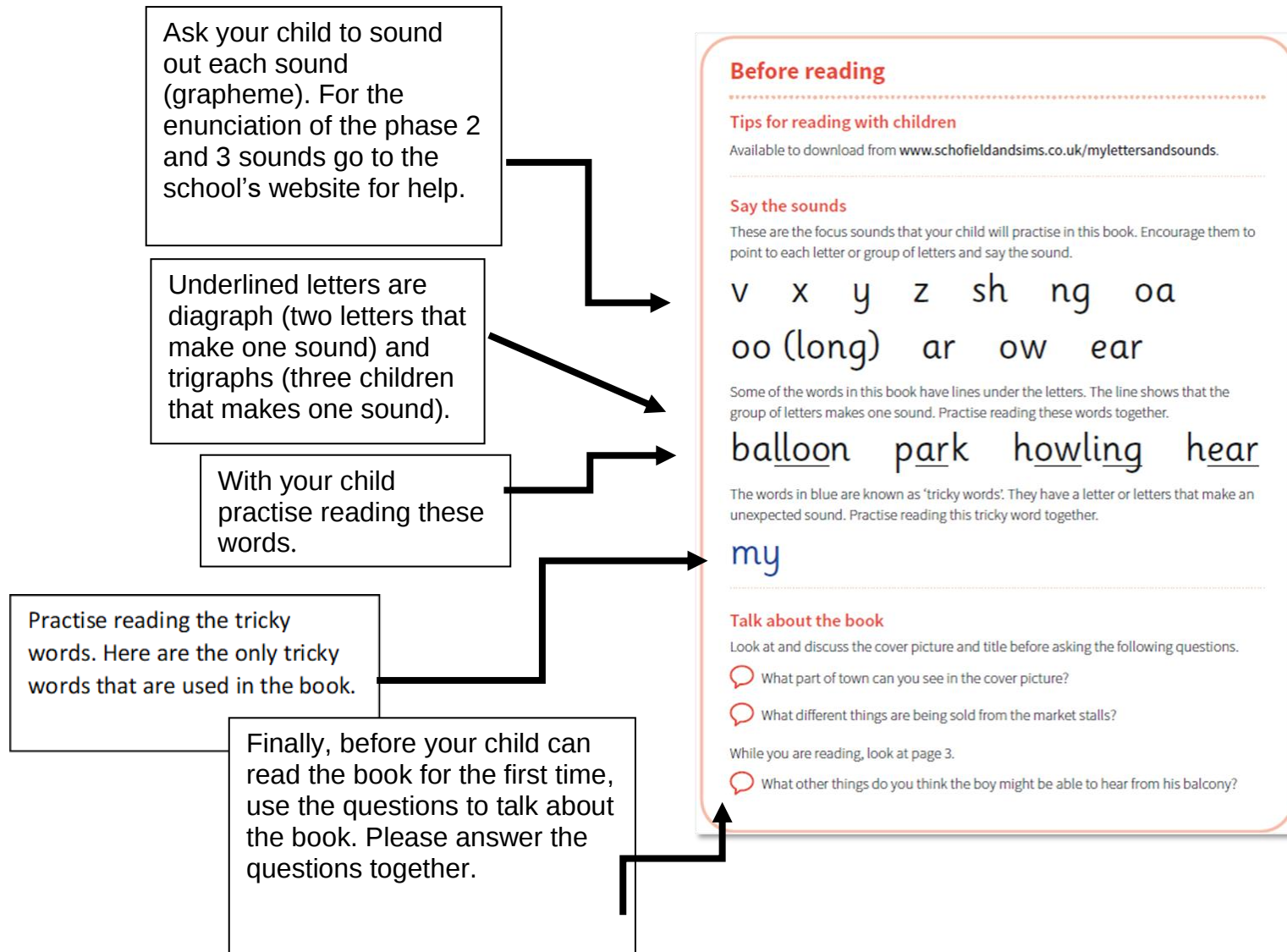
From Phase 2 onwards, phonic sessions will be taught daily for 30 minutes.

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.

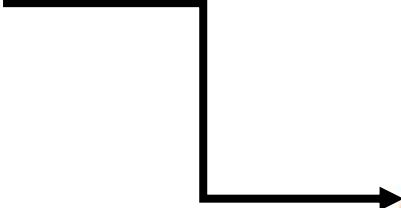


Now your child can read the book:

- 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.*
- 3 A howling sound. Encourage your child to read the text on page 8 to give the right answer.
- 4 Discuss your child's answers. You may wish to give a few examples of your own to add to the discussion.

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 2x weekly in reading groups.	* Shared Reading – 1x weekly as a class. Guided Reading at least 2x weekly in reading groups. *BERT
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.