READING AT PAGANEL

At Paganel we place reading at the heart of learning; aiming to build on the strong foundations of the teaching of a rigorous, systematic phonics programme in EYFS and KS1 to develop readers who have a love of literature and recognise that reading is a powerful tool that can offer new opportunities and a world of possibilities.

We recognise that there is strong link between a child becoming a mature and independent reader and future academic success: we learn to read; we read to learn. We therefore strive to ensure that every child becomes a keen and confident reader; leaving us at the end of Year 6 equipped to meet the challenges of an ever-changing world.

Therefore, alongside a clear and progressive structure for the teaching of reading that develops fluency and supports children to become successful comprehenders, we work hard to develop a reading culture within school that both promotes and celebrates positive attitudes to reading.

This document aims to provide some exemplification of progression in some of the key strategies and objectives identified in the National Curriculum to support teachers in the delivery of the reading curriculum and in the development of a positive reading culture.

Learning to read: progression in reading

Strategies for developing reading for pleasure

Developing positive attitudes to reading requires children to develop the ability to understand and to read fluently. However, it is also influenced by the diet of texts that we read to our children and therefore we need to read regularly to the children in our school using whole texts, so that they experience the beginning, middle and ends of stories and are immersed fully in the exciting situations, new worlds and possibilities that books can offer.

Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them.

Progression	Develop positive attitudes to reading and enjoy listening to books read to them.
1	Select books for personal reading and give reasons for choices
2	Read and listen to whole books, make choices for their personal reading
3	Sustain their reading for enjoyment and to find out
4	Read independently complete short texts and sections form information texts
5	Read favourite authors and choose books to read on the recommendations of others
6	Listen to books read to them and sustain their reading of longer and more challenging texts

Whole school strategies for developing reading for pleasure:

- Reading regularly to children of all ages throughout the school
- Talking about books regularly – share enthusiasms, new finds etc
- Having regular choosing times to replenish the classroom book stock
- Ensuring book corners are enticing and welcoming.
- Making sure non-fiction texts are used to promote reading in cross curricular displays
- Celebrating reading successes across the school
- Encouraging and promoting opportunities for independent reading
- Encouraging and promoting opportunities for reading at home
- Use quality texts within the classroom
- Use complete texts as often as possible

Strategies for developing understanding

Successful readers are good at understanding texts and take an active approach to reading. They expect texts to make sense of them and when they do not, they have strategies to repair the breakdown in understanding.

Good readers:

- *Activate prior knowledge*
- *Ask questions to improve understanding*
- *Use visualisation to support understanding*
- *Make predictions as they read*
- *Summarise what they have read*

Progression	Activate prior knowledge
1	Think about what they know about events or topics prior to reading
2	Link the events or topic from a text to their own experience and recognise how books are similar to others they have read
3	Link the events or topic form a text to their own experience and begin to make links to similar books they have read
4	Link what they have read in a text to what they know, their experience and those of others and their experience of reading similar texts.
5	Use background knowledge or information about the topic or text type to establish expectations about a text and compare what is read to what was expected.
6	Comment on what they have read and compare this to what they expected to read and to make comparisons with other texts they have read.

Progression	Ask questions to improve understanding
1	Ask questions about an aspect of a text they don't understand
2	Ask questions about a text to ensure they understand events or ideas
3	Ask questions about a text to ensure they understand events or ideas introduced or explored in a text they don't understand
4	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.
5	Identify aspects of a text they are not clear about and ask questions to clarify and deepen their understanding.
6	Identify where they do not fully understand a text and ask effective questions to clarify and deepen their understanding

Progression	Use visualisation to check understanding
1	Ask questions about an aspect of a text they don't understand
2	Ask questions about a text to ensure they understand events or ideas
3	Ask questions about a text to ensure they understand events or ideas introduced or explored in a text they don't understand
4	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.
5	Identify aspects of a text they are not clear about and ask questions to clarify and deepen their understanding.
6	Identify where they do not fully understand a text and ask effective questions to clarify and deepen their understanding

Progression	Summarise what has been read
1	There is no objective linked to summary for Year 1
2	Retell a story giving the main events or draw together some information they have found from a text
3	Identify main points form a story in sequence or identify key points from non-fiction texts
4	Summarise a paragraph by identifying the most important points Make brief summaries from what is stated and implied at regular intervals when reading
5	Make regular summaries as they are reading and identify the key points, summarise short texts and summarise what is known about a character or topic making inferences and explaining opinions with reference to the text.
6	Make regular summaries as they are reading and identify the key points and link summaries to predictions, making the necessary revisions as they read.

Progression	Make predictions
1	Make simple predictions based on pictures and titles
2	Use pictures and clues to make predictions about what might happen.
3	Make predictions about how a character might behave or what might happen based on clues in the text as they read.
4	Make predictions about characters behaviour, events based on prior knowledge and make revisions as they read.
5	Make regular and increasingly credible predictions based on prior knowledge and make revisions as they read.
6	Make credible predictions and justify them with reference to the text, discussing revisions as they read.

Good readers also check that meaning has not broken down (they understand what they are reading). The strategies above should be used regularly to check that meaning has not broken down, identifying and correcting where it has. Teaching children to recognise when meaning has broken down and supporting them to develop strategies to repair the problem are essential to the teaching of understanding texts. Progression involves using these skills and strategies with greater independence and confidence until they are automatic and do not require explicit reminders about what to do.

Progression in reading

Progression in key NC objectives

Understanding new vocabulary

The role of talk in EYFS is central to the development of language and a wide vocabulary. Beyond early years, reading plays a hugely important in the development of children's vocabulary and therefore teachers need to equip children with strategies to find the meaning of new words as they encounter them so that they may store them in their long term memory.

Children should be actively encouraged to identify unfamiliar vocabulary and strategies for understanding new words taught directly and modelled.

Progression	Use strategies to understand the meaning of new and unfamiliar vocabulary
1	Consider possible meanings of new or unfamiliar words
2	Read around the word to try to understand it and check that a suggested meaning makes sense in the context of the text and link new words to known words.
3	Read and re read the preceding and subsequent sentences to locate the meaning of a new word and discuss the possible meanings of a word to help understanding of a sentence or paragraph.
4	Identify unfamiliar words in a text and use the appropriate strategy to clarify eg identify root word, use context and use a dictionary where needed.
5	Identify words they do not understand and need to clarify and provide increasingly precise explanations of word meanings that fit with the context of what they are reading.
6	Use a range of strategies e.g context, syntax, root words , prefixes and suffixes, analogy to understand new vocabulary and give precise explanations , checking that they make sense in the context of what is being read.

Suggested strategies to be encouraged in KS1:

- Read and re-read around the word
- Read on to the next sentence
- Link new words to known words

Suggested strategies to be encouraged in KS2 :

- Identify root words and use knowledge of suffixes and prefixes
- Use dictionaries and glossaries
- Use grammar clues/syntax
- Locate examples of the word within the text
- Look for synonyms or antonyms as clues
- Use analogy

Progression in key NC objectives

Developing and expressing understanding

It is essential that children are encouraged to actively engage in discussions about texts they are reading or are having read to them so that they can develop initial ideas and challenge those of others' in the context of both small and whole class groups. Texts provide a wealth of opportunities for discussions but moments of crisis or disagreement often provide good starting points.

Progression	Develop and express understanding of what has been read
1	Discuss reasons why things happen in a text that they are reading or has been read to them, expressing their ideas orally.
2	Discuss reasons why things happen in a text that they are reading or has been read to them, expressing their ideas orally, in pictures or in given formats and identify themes, plots and characters.
3	Express ideas and opinions about what they have read or what has been read to them identify words and phrases to support their ideas.
4	Understand and comment on ideas introduced in what they have read, drawing on evidence form the text and compare and contrast stories, explaining and justifying their opinions and preferences.
5	Contribute to a discussion that explores understanding of a topic or idea raised through reading and present their ideas in different formats.
6	Contribute to a discussion, responding to and building on the views of others and comment critically as appropriate.

Progression in key NC objectives

Answer questions about a text and record understanding

The transition between oral discussion and the ability to record understanding in written form does not happen automatically and therefore needs to be supported and scaffolded. Teachers need to offer opportunities for children to explore texts in talk and through drama as well as modelling how to move from oral discussion of ideas into more precise written responses.

Progression	Answer questions about a text and record understanding
1	Match events to characters in narrative and objects or topics in non-fiction
2	Retrieve information form a text using different formats e.g matching, ordering
3	Retrieve, record and explain information from both fiction and non-fiction texts recording their responses in different formats
4	Retrieve and collect information from different sources and present it in different forms and answer questions on a text using different formats (matching, ordering, tabulating, etc.)
5	Recognise different types of comprehension questions and answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses
6	Recognise different types of comprehension questions and know whether the information required to answer will be explicitly stated or implied in the text and answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses

Progression in key NC objectives

Retrieve information from a text.

To be able to retrieve direct statements or specific detail, a reader needs to be able to locate a particular place in a text by applying skimming and scanning techniques. Literal retrieval is an essential building block for higher order reading skills, including making inferences and needs to be modelled by teachers who should be actively supporting children to notice what is included in the text.

Progression	Retrieve information from a text
1	Find specific information in simple texts they've read or that has been read to them.
2	Find specific information in simple texts they've read or that has been read to them and identify what is known for certain from the text about characters, places and events in narrative and about different topics in non -fiction.
3	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics) and express and record their understanding of information orally, using simple graphics or in writing.
4	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas and begin to pick out key sentences and phrases that convey important information.
5	Locate information confidently and efficiently, using the full range of features of the information text being read and retrieve details and examples from the text to back up their understanding or argument.
6	Retrieve information from texts and evaluate its reliability and usefulness and use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts.

Retrieval questions come in many different forms. Children need to be exposed to a wide variety of formats including true/false questions, matching activities and ordering.

Suggested strategies to be encouraged in KS1:

- Identify 'question' words and consider links with person, place, time etc
- Ask basic retrieval questions of texts we read with children
- Provide opportunities for children to retrieve information and present it in different ways e.g through drawing and labelling

Suggested strategies to be encouraged in KS2 :

- Provide opportunities for children to retrieve information and present it in different ways e.g making maps and timelines, true/false statements
- Explore difference between simple and complex retrieval questions

Progression in key NC objectives

Make inferences from what is said and done

Making inferences is fundamental to becoming a successful reader. If a reader is weak at making inferences it severely limits their ability to understand overall and reduces the likelihood that they will acquire the habit of reading for pleasure. The active development of a child's ability to make inferences is therefore essential. Teachers must ensure that time is given for children to think and talk about what they have read, to engage and to empathise so they can pick up the clues that are there in the text.

Progression	Make inferences from what is said and done
1	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.
2	Make simple inferences about characters from what they say and do, focusing on important moments in a text.
3	Make inferences about character's feelings and explore how what a character says or does impacts on other characters, or on events in the narrative.
4	Make inferences about character's feeling and consider the reasons for the way that characters behave.
5	Make inferences based on what is implied and stated about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
6	Make inferences based on what is implied and stated about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

The development of good inference skills is supported by active approaches to text that engage readers in the search for meaning through asking questions, making predictions, summarising, visualising and activating their prior knowledge.

Suggested strategies to be encouraged in KS1:

- Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, hot-seating
- Draw and label pictures which illustrate key moments in a text
- Act out passages from a text

Suggested strategies to be encouraged in KS2 :

- Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, hot-seat
- Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it
- Make emotions graphs/ maps to track characters' changing feelings at critical moments of the text
- Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question

Progression in key NC objectives

Make predictions about what might happen

Making predictions supports children in becoming engaged readers. Predictions set up a purpose for the reading and build interest and is an important aspect of what good readers do to help them make sense of a text.

1	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.
2	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.
3	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded
4	Use information about characters to make plausible predictions about their actions.
5	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other texts. Discuss the plausibility of their predictions and the reason for them
6	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text and check and refine them as they read.

Making a prediction involves making an informed guess about what might happen based on what is known about the topic and the text type, and the immediate hints and clues the reader picks up. It is important that teaching makes this process explicit to young readers. Children should be encouraged to make frequent predictions and to note and revisit predictions frequently in order to review which are still plausible and which no longer seem appropriate as this will support children's ability to recognise when meaning has broken down.

Progression in key NC objectives

Justify their ideas about a text.

Progression	Justify ideas about a text
1	Answer simple questions where they recall information from a text.
2	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
3	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
4	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.
5	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.
6	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt and identify and summarise evidence from a text to support a hypothesis.

Suggested strategies for supporting children to justify ideas about a text:

• Ask children consistently: *' how do you know?'* and challenge unsupported ideas or opinions about a text or element of it

• Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly

• Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking.

• Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean. Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations.

• Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question.

Progression in key NC objectives

Make comparisons within and across texts.

Progression	Make comparisons within and across texts.
1	Discuss and compare events or topics they have read about or have listened to.
2	Make simple comparisons of characters and events in narratives and compare the information about different topics in non-fiction texts.
3	Make comparisons between events in narrative or information texts on the same topic or theme and begin to make comparisons of writing by the same author.
4	Collect information to compare and contrast events, characters or ideas and to compare and contrast books and poems on similar themes.
5	Make comparisons between the ways that different characters or events are presented and consider the way that ideas or themes are presented in different texts
6	Make comparisons and draw contrasts between different elements of a text and across texts and explore different versions of the same story.

Suggested strategies to support comparisons within a text:

• Collect information about different topics against headings

• List information and present it in table form, including venn diagrams which support comparisons

• Use true and false formats to explore similarities and differences

• Give children explanations or opinions and ask them to find the 'evidence' to support or challenge them

• Ask children to use the information they have collected about a topic to make decisions or choices e.g. which of these 3 weapons would be the most effective in defeating the army?

Suggested strategies to support comparisons across texts:

• Use similarities and differences tables and Venn diagrams for comparing and contrasting

• Look at a number of texts by the same author, including poems, and compare

• Compare texts within the same genre to highlight similarities and differences

• Compare a written text with the way that it is presented in another film

• Use drama to explore scenes from a different point of view

Progression in key NC objectives

Consider how structure and presentation contribute to meaning

Progression	Identify how structure and presentation contribute to meaning
1	Identify and compare basic story elements, e.g. beginnings and endings in different stories and listen to stories and poems with predictable and repeating patterns.
2	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved and begin to explain some organisational features of texts
3	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved and explore how the organisational features of non-fiction texts support the reader in finding information or researching a topic.
4	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue and identify the main features of non-fiction texts and understand how these support the reader in gaining information efficiently.
5	Compare the structure of different stories and Identify the features of different non-fiction texts, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.
6	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together and understand how writers use the features and structure of information texts to help convey their ideas or information.

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Suggested strategies to support the understanding of how structure and presentation contribute to meaning:

- Provide opportunities for children to re-assemble sections of text which have been disassembled
- Consider 'why has the author included this part? Why has she done it like this?'
- Change something about the way a text is organised and ask 'What difference does the change make?'
- Encourage text marking to identify different sections or elements of a text

Progression in key NC objectives

Consider how language contributes to meaning

Progression	Consider how language contributes to meaning
1	Explore the effect of patterns of language and repeated words and phrases and identify and discuss some key elements of story language.
2	Begin to discuss why an author might have chosen a particular word and the effect they were wanting to achieve
3	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.
4	Understand how writers use figurative and expressive language to create images and atmosphere
5	Discuss the meaning of figurative language used in a text, begin to explain the purpose and impact of such choices and investigate how writers use words and phrases for effect
6	Identify and discuss figurative language, idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts and consider the purpose and impact of them and comment critically on how a writer uses language to imply ideas, attitudes and points of view.

Progression in key NC objectives

Evaluate Texts

1	Talk about parts of the text that they like.
2	Talk about texts they like and explain why they like a particular texts.
3	Begin to explain why they prefer one text to another and begin to identify why one non- fiction text is more useful than another, according to their purpose.
4	Identify aspects or features of text that make it entertaining, informative or useful.
5	Analyse the features of engaging or useful texts e.g. effective openings or endings in narratives
6	Identify the features that make some texts more effective than others

Reading to learn: progression in reading

Reading non-fiction for both pleasure and for research purposes is an essential part of the reading curriculum. The wider curriculum offers opportunities to practise and apply reading strategies whilst developing children's understanding of the world, improving general knowledge and individual subject understanding.

Teachers need to allow opportunities to discuss children's existing knowledge of topics or ideas and encourage children to ask their own questions to find out more or to promote independent research. Annotation of texts should be actively modelled and encouraged and teachers should ensure that reading strategies are applied as appropriate across all areas of the curriculum.

Progression	Develop vocabulary
1	Clarify unfamiliar vocabulary met in information texts. Locate parts of the text which give particular information, including labelled diagrams and charts.
2	Clarify unfamiliar vocabulary met in information texts. Scan a text to find specific sections using key words or phrases, sub headings.
3	Clarify unfamiliar vocabulary met in information texts. Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts
4	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, scan texts for key words, phrases and sentences as well as useful headings to locate information.
5	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking.
6	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text and identify which part of the text needs to be read more carefully to find particular information

Progression	Ask questions to deepen understanding
1	Pose questions and use a text to find answers.
2	Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.
3	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.
4	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.
5	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.
6	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.

Progression	Retrieve information from non-fiction texts
1	Find information in a text about an event, character or topic.
2	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc and express and record their understanding.
3	Take information from diagrams, flow charts and forms where it is presented graphically and express and record their understanding of information
4	Pick out key sentences and phrases that convey important information from a range of sources, including diagrams, flow charts and forms where it is presented graphically and present it in a simple format, e.g. chart, poster, diagram.
5	Locate information confidently and efficiently, using the full range of features of the information text being read and use different formats to capture, record and explain information about what they have read.
6	Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table and evaluate texts for their reliability and usefulness when researching a topic.

Progression in Phonics - RWI Provision

	Reception What we expect the children to learn each half term
Autumn 1	*Most of the children blending orally *Most of the children to recognise and begin forming letters m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h *Large majority of children to recognise the mnemonic pictures linked to the sound
Autumn 2	*All children orally blending *Most of the children recognising and forming letters m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, , z, x, (those that are not are targeted for 1:1 extra support) *Some children able to recognise Set 1 digraphs sh,ch,th,ng,nk,qu *Introduce the teaching of 'red' tricky words – I, the, no, go, to *Most children beginning to read CVC words *Some children can read words with Set 1 special friends
Spring 1	*All children recognising and forming letters m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, , z, x * Most children able to recognise Set 1 digraphs sh,ch,th,ng,nk,qu *Large majority of children are reading CVC words (those that are not are targeted for 1:1 extra support) *Most children can read words with Set 1 Special friends. *Some children can read words with 4/5 sounds *Most children are able to read/recognise 'red' tricky words *Introduce the teaching of 'red' tricky words he, she, we, be, was
Spring 2	*Large majority of children are able to recognise Set 1 digraphs sh,ch,th,ng,nk,qu *Large majority of children can read CVC words * Large majority of children can read words with Set 1 special friends *Most children can read words with 4/5 sounds *Some children will begin to read short captions that contain CVC, CVVC and a red word. *Most children will be able to read 'red' tricky words you,they,all,are,my,her
Summer 1 (reading photocopy ditties/red ditty books)	*Large majority of children can recognise and form letter for set 1 sounds *Large majority of children can read words with 3 / 4 sounds and with set 1 special friends * Most children will begin to read short captions that contain CVC, CVVC and a red word e.g. The cat is red. *Some children can read sentences containing words with 3/4 sounds, special friends and red words e.g. He went to the shop and got a fish. *Some children will begin learning Set 2 sounds ay,ee,igh,ow,oo,oo *Large Majority of children can read, recognise and write some of the 'red' tricky words like,so,said,come,
Summer 2 (reading red ditty book/green boks)	* Large Majority of children can read short captions that contain CVC, CVVC and a red word e.g. The cat is red. *Most children can read sentences containing words with 3/4 sounds, special friends and red words e.g. He went to the shop and got a fish. *Most children will begin learning Set 2 sounds ay,ee,igh,ow,oo,oo *Large Majority of children can read, recognise and write a number of the 'red' tricky words. *Some children can read multi-syllabic words e.g. 'pocket'

Year 1
What we expect the children to learn each half term

Autumn 1 (green/pink books)	* Large Majority of children can read short captions that contain CVC, CVVC and a red word e.g. The cat is red. *Most children can read sentences containing words with 3/4 sounds, special friends and red words e.g. He went to the shop and got a fish. *Most children will begin learning Set 2 sounds ay,ee,igh,ow,oo,oo *Some children will begin to read words with Set 2 special friends *Large majority of children can read CVC alien words. *Large Majority of children can read, recognise and write a number of the 'red' tricky words. *Some children can read multi-syllabic words e.g. 'pocket'
Autumn 2 (pink books)	*Large Majority of children will learn Set 2 sounds ay,ee,igh,ow,oo,oo * Most children can read words containing Set 2 sounds *Children will be continued to be introduced to 'red' tricky words in their RWI texts and can read/recognise these *Large majority of children can read sentences containing words with 3/4 sounds, special friends and red words e.g. He went to the shop and got a fish. *Some children can read sentences containing multi-syllabic words and set 2 special friends
Spring 1 (orange)	*Large Majority of children will learn Set 2 sounds ay,ee,igh,ow,oo,oo * Large Majority of children can read words containing Set 2 sounds *Most children will begin learning the second half of Set 2 sounds ar,or,ir,ou,oy,air *Some children will begin learning set 3 sounds (complex speed sounds) *Most children can read words containing second half of set 2 sounds *Children will be continued to be introduced to 'red' tricky words in their RWI texts and can read/recognise these *Most children can read sentences containing multi-syllabic words and set 2 special friends *Some children can read sentences containing multi-syllabic words and second half of set 2 special friends
Spring 2 (yellow)	*Large majority of children will begin learning the second half of Set 2 sounds ar,or,ir,ou,oy,air *Most children will learn the set 3 speed sounds * Large majority can read words containing second half of set 2 sounds *Most children can read words containing set 3 special friends *Children will be continued to be introduced to 'red' tricky words in their RWI texts and can read/recognise these *Most children can read sentences containing multi-syllabic words and set 2 special friends *Some children can read sentences containing multi-syllabic words and second half of set 2 special friends
Summer 1 (blue)	*Large majority of children will learn the set 3 speed sounds * Large majority can read words containing set 3 special friends *Children will be continued to be introduced to 'red' tricky words in their RWI texts and can read/recognise these *Most children can read sentences containing multi-syllabic words and all of the set 2 special friends *Some children can read sentences containing multi-syllabic words, set 2 and some set 3 special friend

Summer 2 (blue/grey)	*Large majority of children will learn the set 3 speed sounds * Large majority can read words containing set 3 special friends *Children will be continued to be introduced to 'red' tricky words in their RWI texts and can read/recognise these *Large majority of children can read sentences containing multi-syllabic words and all of the set 2 special friends *Most children can read sentences containing multi-syllabic words, set 2 and set 3 special friends
Year 2 and beyond	Children who require continued phonics provision in Year 2 and beyond are assessed and targeted accordingly.