



# ENGLISH—Reading

## Highlight by topic

Termly topics decided by the children and based on their interests.

Autumn 1 Autumn 2 Spring 1  
Spring 2 Summer 1 Summer 2

## EYFS

### Phonics and Word Reading

- ◇ Read individual letters by saying the sounds for them and form lower-case letters.
- ◇ Hear and write the initial sound in words.
- ◇ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- ◇ Read common exception words.
- ◇ Teaching of vocab: digraph, grapheme, phoneme etc.
- ◇ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- ◇ **End of term 1 - First children get books home (only when they are ready). Mid term 2—all children to have a book.**
- ◇ Recognise and use single letter sounds and at least 10 digraphs.
- ◇ Guided Reading - Focus on key reading skills, blending with new sounds and reading comprehension.
- ◇ Re-read what they have written to check that it makes sense.
- ◇ Teach alternative graphemes where applicable (Phase 5)/ Nonsense word reading.

#### Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

#### Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

#### Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

#### Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in –ing compound words	
Week 5	longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	

#### Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: –ing, –ed /t/, –ed /d/ /ed/ –est	out today

#### Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words	
Week 4	root words ending in: –ing, –ed /t/, –ed /d/ /ed/ –ed /d/	
Week 5	root words ending in: –er, –est longer words	

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### EYFS

#### Comprehension

- ◇ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play .
- ◇ Story time on a daily basis as whole class – comprehension and understanding. Access to a range of texts linked to current topic.
- ◇ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- ◇ Guided Reading - Focus on key reading skills, blending with new sounds and reading comprehension. Linked to LW progression.
- ◇ Re-read what they have written to check that it makes sense.

#### Developing a love of reading

- ◇ Access to topic based books linked to their interests. Recommended reads read to the children.
- ◇ Visits to the school library and choosing books for pleasure. Library assembly to introduce summer reading challenge.
- ◇ Performing poems, songs, rhymes linked to their chosen topic
- ◇ Listening to and commenting on stories read by ‘mystery readers’
- ◇ Reading in the environment: outdoor access to stories as well as indoor
- ◇ Role-play areas where children can perform known stories and act as known characters
- ◇ Listening to and engaging in a wide range of stories and texts to influence their learning

#### Challenge

- ◇ To be able to read multi-syllabic words
- ◇ To be able to draw upon and link to current topics/ previous experiences when reading
- ◇ To read with expression



# ENGLISH—Reading

## Highlight by topic

- Autumn 1 – Once Upon a Time    Autumn 2 - Creatures of the Night
- Spring 1 – Aquatic Adventures    Spring 2—Dinosaurs
- Summer 1 —Brilliant Bristol    Summer 2 —The Toymaker

## Year 1

### Phonics and Word Reading

- ◇ Sound families to be taught using the ‘grow the code’ from Little Wandle. Displayed in classrooms.
- ◇ To be able to read the correct sound in response to learned graphemes and know and recognise and read all 40+ phoneme/graphemes.
- ◇ Read accurately by blending known GPCs, linking sounds I have learned to letters and reading the whole word.
- ◇ Read common exception words by sight, knowing not all words follow the same pattern of spelling.
- ◇ Read and understand common suffixes: To be able to read words containing –s, -es, -ing, -ed, -er & -est endings. To be able to build on previously learned root words and recognise added suffixes.
- ◇ Read multi-syllable words containing known GPCs.
- ◇ To be able to recognise ‘syllable boundaries, read each syllable separately and combine to read the whole word.
- ◇ Continue to apply phonic knowledge as the route to decode words until automatic decoding has been embedded and reading is fluent.
- ◇ Read accurately by blending, including alternative sounds for graphemes.
- ◇ Read words with contractions and understand the use of an apostrophe, knowing it represents omitted letters.
- ◇ Re-read phonetically decodeable books to build up fluency and confidence in word reading.
- ◇ To spell words using learnt phonic patterns.
- ◇ To be able to read nonsense words using their phonological awareness.

#### Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ou/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words ‘put’, ‘pull’, ‘full’, ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

#### Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /el/ ea head /wl/ wh wheel /oal/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oal/ ow snow /jl/ g giant /fl/ ph phone	who whole where two
Week 3	/ll/ le al apple metal /sl/ c ice /vl/ ve give	school call different
Week 4	/ul/ o-e o ou some mother young /zl/ se cheese /sl/ se ce mouse fence /eel/ ey donkey	thought through friend work
Week 5	Grow the code: /ool/ u ew ue u-e ui oo oo fruit soup /eel/ ea e-e ie ey y ee /sl/ c se ce ss /zl/ se s zz /oal/ ow oe ou o-e o oa	

#### Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oal/ o go /igh/ i tiger /ail/ a paper /eel/ e he	Mr Mrs Ms ask*
Week 3	/ail/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yoo/ u-e rude cute	could would should our
Week 4	/eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /arl/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ail/ ay a a-e /oal/ oa o o-e /eel/ e ie e-e ea /ool/ /yoo/ ew u-e u ue	

\*The tricky word ‘ask’ may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

#### Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /ool/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/chl/ tch match /chl/ ture adventure /arl/ al half* /arl/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /ol/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /rl/ wr wrist /sl/ st sc whistle science schwa at the end of words: actor	
Week 5	/cl/ ch school /sh/ ch chef /zl/ ze freeze	

\*The tricky words ‘half’ and ‘father’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Continued overleaf...



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## Year 1

### Phonics and Word Reading

#### Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

#### Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

### Comprehension

- ◇ **Develop pleasure in reading, motivation to read, vocabulary and understanding: be able to retell familiar stories and traditional tales knowing they have particular characteristics.**
- ◇ Link their reading to their own experiences.
- ◇ To be able to understand texts based on prior knowledge or provided information.
- ◇ To be able to read fluently and automatically decode and correct inaccurate reading.
- ◇ To know that there are a wide range of forms of poetry.
- ◇ To be able to listen to & express opinions on poetry, stories and non-fiction beyond that which they can read independently.
- ◇ **Perform poetry learnt by heart with appropriate intonation and become increasingly familiar with and retell a wider range of stories and traditional tales: To be able to recite poems with expression & intonation to make meaning clear.**
- ◇ To be able to recognise and join in with predictable phrases, knowing that they are used for effect and enjoyment.
- ◇ To be able to appreciate and talk about favourite rhymes, traditional tales and poetry and learn to recite some by heart.
- ◇ **Discuss and clarify the meanings of words by discussing his/her favourite words or phrases.**

### Developing a love of reading

- ◇ Visits to the school library and choosing books for pleasure. Recommended reads read to the children.
- ◇ Performing poems, songs, rhymes linked to their topic
- ◇ Listening to and commenting on stories read by visitors
- ◇ Listening to and engaging in a wide range of stories and texts to influence their learning

### Challenge

- ◇ Using inference and clues from the text to develop a deeper understanding of what they're reading
- ◇ Ask relevant questions about characters and events that spark conversation on texts



## ENGLISH—Reading

### Highlight by topic

Autumn 1 – Explorers

Autumn 2 - Rainforests

Spring 1 – All Aboard!

Spring 2 — Panic on Pudding Lane

Summer 1 —Myths and Maps

Summer 2 — Tales From the Turrets

### Year 2

#### Phonics and Word Reading

- ◇ **Recap as appropriate:**
- ◇ **Phase 2 Sounds—s a t p i n m d g o c k ck e u r h b l f l s s**
- ◇ **Phase 3 Sounds—j v w x y z zz qu ch sh th ng nk ai ee igh oa oo ar or ur ow oi ear air ure er**
- ◇ **Phase 4— consonant blends**
- ◇ **Phase 5— ay ou ie ea oy ir ue ue aw wh ph ew ew oe au ey a-e e-e i-e o-e u-e u-e**
- ◇ **Sound families to be recapped and consolidated**
- ◇ **To apply phonic knowledge in order to decode words until automatic decoding has been embedded and reading is fluent, correcting self when necessary.**
- ◇ Read accurately by blending, including alternative sounds for graphemes and correcting inaccurate reading when necessary.
- ◇ Read common exception words by sight and know regular and irregular word patterns and how to decode them.
- ◇ Read common suffixes — to be able to build on previously learned root words and recognise added suffixes.

#### Comprehension

- ◇ Discuss and express views on a wide range of poetry, stories and non-fiction.
- ◇ To be able to participate in discussion and listen to the opinions of others.
- ◇ To explain own understanding through written comprehension activities.
- ◇ Discuss the sequence of events in books and be able to explain links between main events/ items of information, knowing that the sequence of events gives an understanding of progression in fiction & non-fiction texts.
- ◇ Make inferences on the basis of what is being said and done.
- ◇ To be able to show an understanding of non-explicit events and know that not everything is explained
- ◇ Ask and answer questions about a text.
- ◇ To be able to show understanding and use text to locate relevant information.
- ◇ To be able to make an informed prediction based on an understanding of what has happened taking into account knowledge of characters and events so far.

#### Developing a love of reading

- ◇ Visits to the school library and choosing books for pleasure. Recommended reads read to them.
- ◇ Performing poems, songs, rhymes linked to their topic—**Class assembly, Christmas poetry and song performance**
- ◇ Listening to and commenting on stories read by visitors
- ◇ Listening to and engaging in a wide range of stories and texts to influence their learning

#### Challenge

- ◇ To make connections between a text and the wider world/ across texts.
- ◇ Expressing preferences and explaining why.



Highlight by term

Autumn

Spring

Summer

Multiple terms

## ENGLISH—Reading

Year 3

### Knowledge, Skills and Understanding breakdown for Subject

#### Phonics and Word Reading

- ◇ To revisit the a, e, i, o, oi, ar, oo, or, air sounds.
- ◇ To apply their growing knowledge of root words and prefixes, including -ly, -ful, -al, -er, -ed, -ing, mis-, de-, un-, re-, sub-, tele-, 'cher/zher'
- ◇ To begin to read Y3/Y4 exception word, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Comprehension

- ◇ Develop and maintain positive attitudes to reading, and an understanding of what they read, by:
  - ◇ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ◇ reading books that are structured in different ways
  - ◇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - ◇ identifying themes and conventions in a wide range of books
  - ◇ Reading aloud poems and perform playscripts
  - ◇ discussing words and phrases that capture the reader's interest and imagination
  - ◇ recognising some different forms of poetry
- ◇ Understand what they read, in books they can read independently, by:
  - ◇ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - ◇ asking questions to improve their understanding of a text
  - ◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - ◇ predicting what might happen from details stated and implied
  - ◇ identifying main ideas drawn from more than 1 paragraph and summarising these
  - ◇ identifying how language, structure, and presentation contribute to meaning
- ◇ Retrieve and record information from non-fiction
- ◇ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Love of reading

- ◇ Develop positive attitudes to reading by making ambitious and varied text choices and making peer recommendations
- ◇ Read aloud with expression

#### Challenge

- ◇ Handling extended texts to build stamina



Highlight by term

Autumn

Spring

Summer

Multiple terms

## **ENGLISH—Reading**

Year 4

### Knowledge, Skills and Understanding breakdown for Subject

#### Phonics and Word Reading

- ◇ To apply their growing knowledge of root words and prefixes, including **-ar, -er, -ous, -ly, il-, ir-, im-, in-, -ed, -ing, -er, -en, super-, auto-, sub-, -ation, non-, ex-, 'shun'**
- ◇ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- ◇ To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

#### Comprehension

- ◇ Develop and maintain positive attitudes to reading, and an understanding of what they read, by:
  - ◇ **listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
  - ◇ **reading books that are structured in different ways and reading for a range of purposes**
  - ◇ **using dictionaries to check the meaning of words that they read**
  - ◇ **increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**
  - ◇ **identifying themes and conventions in a wide range of books**
  - ◇ **Reading aloud poems and perform playscripts**
  - ◇ **discussing words and phrases that capture the reader's interest and imagination**
  - ◇ **recognising some different forms of poetry**
- ◇ **Understand what they read, in books they can read independently, by:**
  - ◇ **independently by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context**
  - ◇ **independently by asking questions to improve their understanding of a text**
  - ◇ **drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
  - ◇ **predicting what might happen from details stated and implied**
  - ◇ **identifying main ideas drawn from more than 1 paragraph and summarising these**
  - ◇ **identifying how language, structure, and presentation contribute to meaning**
- ◇ **Retrieve and record information from non-fiction over a wide range of subjects.**
- ◇ **Participate in clear reasoned discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

#### Love of reading

- ◇ **Develop positive attitudes to reading by making ambitious and varied text choices and making peer recommendations**
- ◇ **Read aloud with expression**
- ◇ **Reading aloud poems and perform playscripts**

#### Challenge

- ◇ **Handling extended texts to build stamina**



Highlight by term

Autumn

Spring

Summer

Multiple terms

## ENGLISH—Reading

Year 5

### Knowledge, Skills and Understanding breakdown for Subject

#### Phonics and Word Reading

- ◇ To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including **-ness, -ship, -ity, -ment, over-, de-, re-, -ate, -en, ise, -ify, -ive, -al-ful, -able/-ably and -ible/ibly**, to read aloud fluently.
- ◇ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- ◇ To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

#### Comprehension

- ◇ Develop and maintain positive attitudes to reading, and an understanding of what they read, by:
  - ◇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text-books
  - ◇ reading books that are structured in different ways and reading for a range of purposes
  - ◇ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - ◇ recommending books that they have read to their peers, giving reasons for their choices
  - ◇ identifying and discussing themes and conventions in and across a wide range of writing
  - ◇ making comparisons within books
  - ◇ learning a wider range of poetry by heart
  - ◇ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- ◇ Understand what they read, in books they can read independently, by:
  - ◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - ◇ asking questions to improve their understanding
  - ◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence **big focus from spring**
  - ◇ predicting what might happen from details stated and implied
  - ◇ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - ◇ identifying how language, structure and presentation contribute to meaning
- ◇ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ◇ distinguish between statements of fact and opinion
- ◇ **retrieve, record** and present information from non-fiction
- ◇ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

#### Love of reading

- ◇ Develop positive attitudes to reading by making ambitious and varied text choices and making peer recommendations
- ◇ Read aloud with expression

#### Challenge

- ◇ Handling extended texts to build stamina
- ◇ Begin to justify their answers using multiple reasons, pieces of evidence with explanation (**3 point answers**)





## ENGLISH—Reading

Highlight by term

Autumn Spring Summer

Multiple terms

### Year 6

#### Phonics and Word Reading

- ◇ To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including —fer, micro-, mini-, co-, re-, -ive, -al, -ful, -less, aqua-, aero-, audi-, bi-, pre-, super-, tele-, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
- ◇ To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfa-

#### Love of reading

- ◇ Develop positive attitudes to reading by making ambitious and varied text choices and making peer recommendations
- ◇ Read aloud with expression
- ◇ Learning a wider range of poetry by heart

#### Comprehension

- ◇ Develop and maintain positive attitudes to reading, and an understanding of what they read, by:
  - ◇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ◇ reading books that are structured in different ways and reading for a range of purposes
  - ◇ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - ◇ identifying and discussing themes and conventions in and across a wide range of writing
  - ◇ making comparisons within and across books
  - ◇ Read age appropriate books, including whole novels, with confidence and fluency.
- ◇ Understand what they read, in books they can read independently, by:
  - ◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - ◇ asking questions to improve their understanding
  - ◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - ◇ predicting what might happen from details stated and implied
  - ◇ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and using quotations for illustration
  - ◇ identifying how language, structure and presentation contribute to meaning
- ◇ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ◇ distinguish between statements of fact and opinion
- ◇ retrieve, record and present information from non-fiction
- ◇ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning
- ◇ present formal presentations and debates, maintaining a focus on the topic and using notes where appropriate
- ◇ provide reasoned justification for their views

#### Challenge

- ◇ Handling extended texts to build stamina