

Phonics Overview

						Summer 1	Summer 2	End of year expectations
Nursery	Word reading – read write inc					Children are taught their set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z,	Children continue to recall set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk	Begin to say a sound for each letter in the alphabet
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
Reception	Word reading – read write inc	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk, Teach additional set 1 sounds: ck, ff, ll, ss, zz Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds. To recall common previous exception words and be	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.

							exposed to new common exception words to, me, go, baby	
		By the end of each half-term children should be able to:						
		Read all single letter set 1 sounds	Read all set 1 sounds. - Blend sounds into words orally.	Blend sounds to read words - Read short ditty stories.	Read Red storybooks	Read Green storybooks. - Read some set 2 sounds	Read Green or Purple storybooks. - Read some set 2 sounds.	
	Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
Year One`	Word reading – read write inc	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e,oe, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, ae, i-e,o-e, u-e, ee). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	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.
		By the end of each half-term children should be able to:						
		- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e,oe, u-e, e-e). - Read above sounds in nonsense words.	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.	Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to

							use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.
		Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.					
	Comprehension	Children are taught to: To participate in discussion about what is being read to them. To identify the title of a text. To discuss the significance of the title and events in a story. To answer questions verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus, comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	Children are taught to: To give simple prediction, based on what has happened so far. Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. Begin to explain the meaning of vocabulary. (Plus, comprehension covered within Read, Write, Inc. – retrieval, inference and explain)	Children are taught to: To explain clearly what has been read to them. To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. To make inferences based on what is said and done. To answer a range of questions, in simple, written form.	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 characteristics. Recognising and joining in with predictable phrases. 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		

		<p>Read Blue storybooks with increased fluency and comprehension. Read all of set 3 sounds speedily. Read 70/80 words per minute.</p>	<p>- Read Grey storybooks. – Read all of set 3 sounds speedily. Read 80 words per minute. Read multi-syllabic words speedily.</p>	<p>Read Grey storybooks with increased fluency and comprehension. Read all of set 3 sounds speedily. Read 80/90+ words per minute. Read multi-syllabic words speedily.</p>	<p>Read with pace and fluency. Begin to use expression as appropriate. Read at a pace of 90 words per minute. Read multisyllabic words with little or no hesitation. Read year 2 common exception words</p>	<p>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. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
	<p>Throughout Year 2 children are expected to: Choose books to read for their own pleasure - Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book) - Answer a range of questions based on VIPERS – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context</p>					

	Comprehension	<p>Children are taught specifically to: - Use clues to predict. Answer and ask questions (verbally or in simple written form). Discuss the sequence of events in books. Discuss and clarify the meaning of words.</p>	<p>Children are taught specifically to: Explain and discuss their understanding of books. Begin to answer questions about text in a written form. Discuss their favourite books, words and phrases. Be introduced to non-fiction books that are structured in different ways. Make inferences based on what is said and done.</p>	<p>Children are taught specifically to: Participate in discussion about poems. Continue to build up a repertoire of poems. Recognise simple recurring literary language in poetry. Answer more complex range of questions about longer pieces of text in a written form.</p>	<p>.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. Year 2 Word Reading – Read, Write, Inc. (Until end of Spring 1) 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:</p>
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