

Pimperne CE VC Primary School

Phonics & Reading Policy

Date policy last reviewed: 1/12/23

Signed by:

FCWaller

Headteacher

Date: 2/12/23

JTorrance

Chair of governors

Date: 2/12/23

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Statement of intent

At Pimperne Primary we understand the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out our intentions and approach to reading, to enrich and support the curriculum through:
 - The teaching of a high quality systematic synthetic phonics programme to develop independent and fluent readers and writers.
 - The teaching of the reading of Common Exception Words (those that are not phonetically decodable)
 - Encouraging repetition and consolidation to ultimately achieve fluency/automaticity.
 - Ensuring most children meet or exceed the expected standard in the Year One Phonics Screening Check and all national expectations by the end of Key Stage One.
 - Ensuring most children meet or exceed the expected standard and all national expectations in Reading by the end of Key Stage Two.

The Lead for Phonics and Reading is Mrs Kathryn Quincey.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Primary Teaching and Learning Policy
- Primary Assessment Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced reading curriculum is implemented in Pimperne Primary.
- Ensuring Pimperne Primary's reading curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the reading curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the reading curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching reading.

The literacy lead will be responsible for:

- Leading on Pimperne Primary's approach to reading.
- Preparing curriculum plans and schemes of work for the subject.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with the literacy lead about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this in accordance with our assessment schedules to the literacy lead and, on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading skills.

The SENCO will be responsible for:

- Liaising with the literacy lead in order to implement and develop specialist reading-based learning throughout the school. (see Appendix 2 checklist for supporting the lowest 20%)
- Organising and providing training for staff regarding the reading curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.

Any child with SEND or working below expected standards will have additional opportunities for phonics / reading practise in addition to our whole class teaching sessions. In Key Stage One and Lower Key Stage 2 this will be using the phonics/reading scheme resources, unless otherwise directed from outside agencies. These will either be one-to-one or small group sessions.

Implementation

Phonics

The Teaching of phonics underpins, and is intricately linked to, early reading and writing in the Early Years Foundation Stage and Key Stage One. At Pimperne, we aim to provide high quality, systematic synthetic phonics teaching. This equips children with the skills needed to become fluent readers and confident writers. Synthetic phonics introduces sounds individually, in a structured and sequenced way, teaching the children the relationship between phonemes (sounds) and graphemes (written form of the sounds). Phonics provides children with the tools needed to decode and segment unfamiliar words so that they are able to blend them to read and spell with understanding, fluency, confidence and accuracy (see teaching principles Appendix 1). In pursuit to ensure all children achieve these independent reading and writing skills, we have adopted the DfE validated SSP Programme, Reading Planet Rocket Phonics.

Rocket Phonics is a next-generation phonics programme. It builds upon previous phonics provision and encapsulates the formula (needed for) foundational literacy success. Rocket Phonics combines the alphabetic code knowledge and skills that are needed to learn to read and write, with language-rich children's literature. This approach embed(s) phonics in context and support(s) a love of reading and writing from the outset. (Author Abi Steel, 2022)

In our Early Years Foundation Stage and KS1 Phonics is taught on a daily basis for 30 minutes. (see appendix 3 & 4 for long and medium-term overviews). In EYFS, at the beginning of the year, this may be split into two smaller 15-minute sessions (e.g., one whole class, one group work) spread out across the day. Learning is visual, interactive with the use of flashcards and digital e-books. We also give our children enrichment activities that include chances to investigate through 'hands on' exploring opportunities.

The pace and progression (see map of progression appendix 3) promotes a 'no child is left behind' approach, with a focus on same day **keeping-up** for those that need it. We teach one letter-sound correspondence over two days. The first day focuses on blending skills and the second day focuses on segmenting skills. This structured progression towards fluency gives our children more time and more opportunity to learn, practise and apply the skills which in turn supports our children's ability to pass the Year 1 phonics screening.

When children reach year 2, they revise previously taught phonemes grouped into sound families, using resources from Rocket Phonics Next Steps, which also introduces a range of spelling patterns. This gets them ready for KS2 where the focus moves towards accurate use and application of grammar, punctuation and spelling rules. (See appendix 4)

At the heart of the Rocket Phonics programme are digital-only teacher 'Big Books', which consist of language-rich stories to teach all the target letter-sounds in context. Pupil Practice Booklets enable children to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels.

Comprehension

In line with the new DfE Reading Framework 2023, from Year 2 onwards, we teach reading comprehension skills through careful selection of engaging texts and planned focused

discussions. Children are encouraged to 'stay in the story' and are supported to create mental model of what they have read to ensure full understanding. Teachers select focused question prompts and stems from VIPERS resources (created by Rob Smith, from the Literacy Shed). It uses a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2.

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand to improve their comprehension of texts.

VIPERS stand for

KS1

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

KS2

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

VIPERS is not a reading scheme but a strategy. We do not teach each skill in isolation but instead choose a focus area which best fits the text and involve the children in detailed discussions and a range of comprehension-based activities. The use of VIPERS as a framework allows the teacher to track children's progress and ensure full coverage (see appendix 6 for progression map).

Year 2 – Year 6

Children will choose from a wide range of texts from our colour banded reading scheme (in line with the national book banding scheme) that is appropriately levelled and closely matches their reading ability. This book is to read in school (during daily 'Everyone Reading in Class' (ERIC) time) and at home. As a guide, the child should be able to read their allocated book with 90% accuracy to ensure fluency and understanding. All children across the school will have the opportunity to change their home reading books at least twice weekly, using individual class systems.

Alongside their levelled reading book, they will also be invited to choose a 'real book' from the classroom libraries. The 'class library' book they choose may be above or below their reading level, however, the purpose of the 'class library' book is to foster a love of reading and help broaden their literacy experience. These books do not have to be read independently and could provide a great opportunity for shared reading at home.

3. EYFS

In EYFS reading skills are taught through our structured phonics programme detailed above (see appendix 3 & 4) supported by our comprehensive reading scheme.

In EYFS reading comprehension is embedded into daily phonics sessions (see appendix 1 for lesson structure). where children are required to respond to a whole class text. In addition, carefully planned small group reading sessions using the Rocket Phonics Target Practise texts ensure all children access quality fully decodable texts and enable questioning to support comprehension skills (see appendix 6 for whole school progression map).

All pupils within the EYFS will also be taught to develop their reading skills as an integral part of the topic work covered during the academic year.

All reading objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the comprehension ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- 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 during role play.

In accordance with the word reading ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- 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.

4. The curriculum

All pupils within KS1 and KS2 will be taught writing in line with the requirements of the English national curriculum.

See appendices 3, 5 & 6 for detailed curriculum coverage and progression.

In Key Stage One word reading skills are taught mainly through our structured phonics programme detailed above (see appendix 3 & 4) supported by our comprehensive book scheme.

In EYFS and Year 1 reading comprehension is embedded into daily phonics sessions, where children are required to respond to a whole class text. In addition, carefully planned small group reading sessions using the Rocket Phonics Target Practise texts ensure all children access quality fully decodable texts and enable questioning to support comprehension skills.

5. Teaching and learning

The reading curriculum will be delivered in line with Pimperne Primary's Teaching and Learning Policy.

The reading curriculum will primarily be delivered during both phonics and literacy lessons; however, reading will be encouraged in all areas of the curriculum and other learning activities.

6. Planning

See appendices for our long-term, medium-term and short-term plans for the delivery of our reading curriculum (see appendices 3 & 4) – these are as follows:

- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson
- The literacy lead will remain responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers will remain responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members will be briefed on Pimperne's planning procedures as part of their staff training.

At Pimperne Primary, reading is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will follow the school's reading curriculum when planning relevant lessons. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

7. Assessment and reporting

Pupils' reading ability will be assessed in line with the Pimperne Primary Assessment Policy.

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in reading and to identify support required. Pupils' reading will also be assessed during the relevant statutory assessments.

Phonics Assessment schedule

Ongoing formative assessments during phonics will enable pupils who need extra keep-up practise sessions to be identified and facilitated at an appropriate opportunity.

All pupils in Key Stage One will complete summative assessments at the end of each 6-week block of phonics learning (see appendix 7 for Individual Progress Trackers and suggested assessment schedules including Year One phonics screening check.)

Reading Assessment schedule

Pupils in Key Stage Two will complete summative assessments at the end of each term, this may be in the form of a reading paper to support teacher assessment levels.

During individual reading sessions, formative assessment by all staff and volunteers is facilitated using individual record sheets (see appendix 8 for Key Stage Two samples) that included targeted questioning in line with curriculum expectations. Teachers review these records regularly to ensure appropriate colour band books are given in accordance to individual progress.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards reading and understanding of the key concepts.

Verbal reports will be provided at parent-teacher interviews during the Spring term.

The progress of pupils with SEND will be monitored by the SENDCO.

8. Resources

The literacy lead will remain responsible for the management and maintenance of reading resources, as well as for liaising with the Headteacher to purchase further resources.

Reading resources will be stored in each classroom.

Rocket Phonics sound mats (Key Stage One) and alphabetic code (Key Stage Two) will be readily available for all children during literacy sessions (see appendix 9).

Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time. In Key Stage One, current phoneme-grapheme correspondences taught are visible for ongoing consolidation.

The subject leader will undertake an audit of reading resources on an annual basis.

9. Equal opportunities

At Pimperne Primary we actively encourage all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which are used. This includes a wide range of texts that have been colour coded in line with the national book banding scheme.

At Pimperne Primary we ensure that all pupils have equal access to the reading curriculum.

The literacy lead and teachers ensure reading activities are adapted as appropriate to ensure all pupils can access the curriculum.

10. Additional reading activities

Alongside the set reading curriculum, Pimperne Primary ensures pupils are able to take part in a range of other reading activities, including the following:

- Visits to local libraries.
- Support charities through Readathons.
- Celebration of reading-based awareness days, such as World Book Day.
- Reading-based extra-curricular activities e.g. Tuesday lunch book club.
- Daily ERIC (Everyone Reading In Class) time to encourage reading for pleasure.
- Variety of texts available in class libraries.
- Working with Dorset Reading Partners
- Working with 'SchoolReaders' Partnership

Reading at home

Parental involvement and encouragement play a crucial part in pupils' reading development and at Pimperne we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and curriculum evenings.
- Ensuring pupils have a book to read at home each day that further develops the skills they have learned during taught literacy sessions and matches their individual reading progress.
- Encouraging parents to make notes in the pupils' Reading Records and sign to share reading progress made at home.
(see appendix 8 Reading at home leaflet)

Pupils are encouraged to read at home through the following methods:

- Family learning sessions after school and during school holidays
- After school meetings with parents
- Book swaps
- Notifications for parents informing them of their child's progress

11. Monitoring and review

This policy will be reviewed on an annual basis by the literacy lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is: **December 2024**

12. Appendices

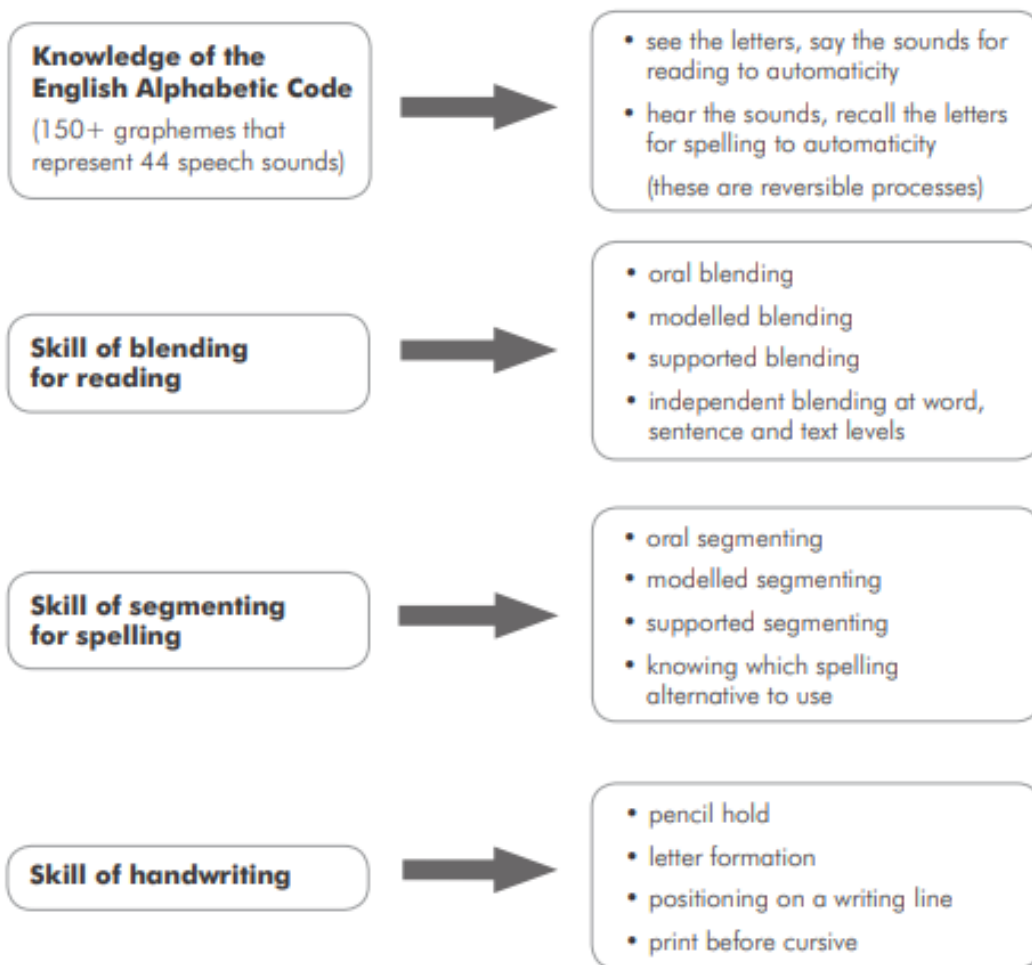
1. Phonics Teaching Principles & Lesson Structure
2. Phonics checklist for supporting the lowest 20%
3. Long-term (Termly) Map of Progression in Phonics
4. Medium-term (Weekly) Phonics scope and sequence Key Stage One
5. Whole School Word Level Progression Map
6. Whole School Vipers Reading Comprehension Progression Map
7. Rocket Phonics Individual Progress Trackers and suggested Assessment Schedules
8. Sample Individual Reading Record Key Stage Two (formative assessment sheets)
9. Sound mats & Alphabetic code
10. Reading at home leaflet
11. Phonics glossary

Appendix 1

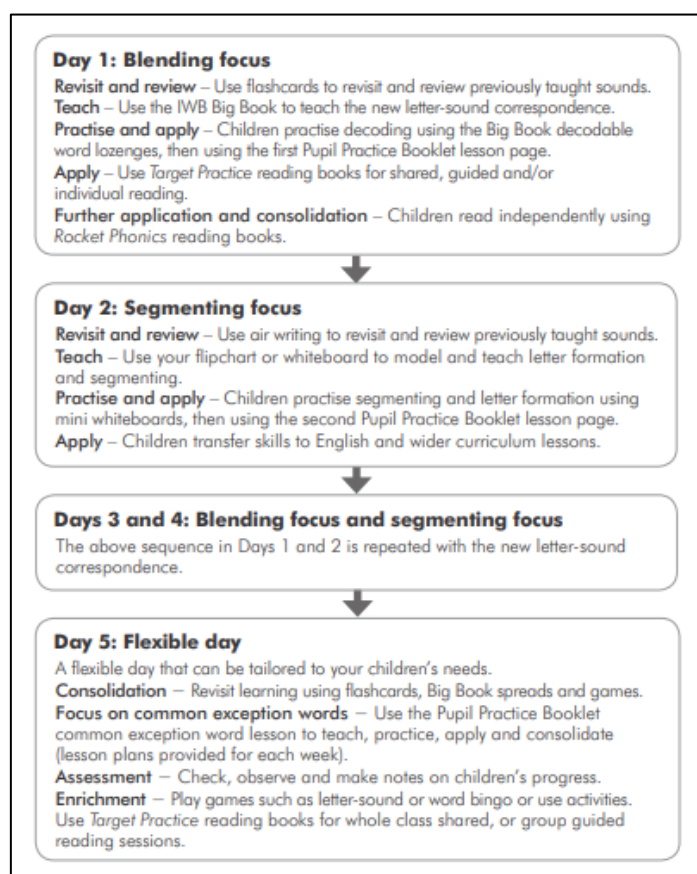
Systematic Synthetic Phonics Teaching Principles

The Systematic Synthetic Phonics Teaching Principles are the specific knowledge and skills children need to be able to read and write in the English language.

These principles can be broken down into smaller steps.



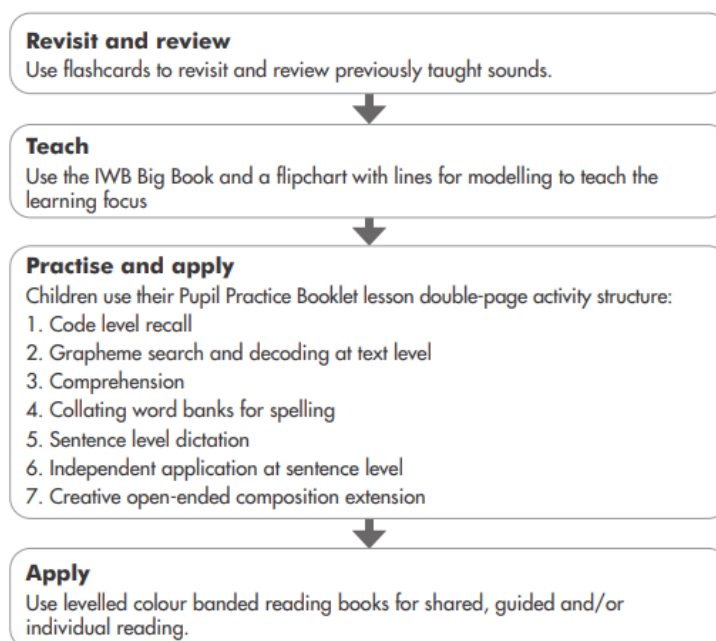
Lesson Structure EYFS and Year One



Rocket Phonics Teaching guide 1&2 p.15

Lesson Structure Year Two

Daily structure example



Rocket Phonics Teaching guide 3 p.15

Appendix 2

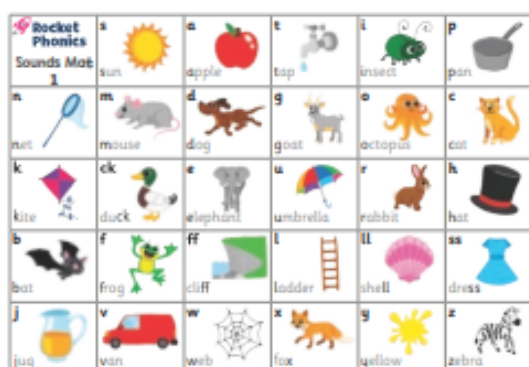
Supporting the lowest 20%

The figure of 20% originates from the idea that a national average Phonics Screening Check result of approximately 80% does not indicate success. It shows us that 20% of children are still not reaching the benchmark for word reading in the check. Our aim and expectation must be that almost all children have the capacity to read and write well when taught with phonics. We must strive for a 100% success rate.

In order to help all children succeed, you need to focus your attention on the slowest-to-learn. Don't take the figure of 20% literally. The 'lowest 20%' refers to *any* child working generally below expectation and at risk of slipping through the net for reading and writing. Remember, the *Rocket Phonics* ethos is 'keeping up, not catching up'.

Checklist of steps to support slower learners

- Ensure every adult working with the class knows who these children are, e.g. discuss formally and informally; keep a brief 'profile' record electronically or in a class reading management folder in order to be able to share information easily.
- Assess, observe and evaluate the possible reasons for slower progress, e.g. weak memory; weak concentration; slower processing; hearing or sight difficulties; impoverished vocabulary; SEBD (Social, Emotional or Behavioural Difficulties).
- If you have significant concerns, make the child known to the SENCo without delay.
- Do not use a different intervention programme. Continue to expose the child to the main class teaching but adjust the expected outcomes, e.g. the child may achieve some but not all of the Pupil Practice Booklet activities, (however, they may return to complete the activities with adult support later in the day and week).
- Strategically position the children where they have a clear line of sight to the teacher and can be supported during the lesson, e.g. at the front of the class.
- Pinpoint the specific difficulty, e.g. letter-sound retention; ability to blend/segment; letter reversals.
- Build in additional sessions targeted to specific needs, e.g. an afternoon session revisiting content at a slower pace or focusing on one skill at a time.
- Build in opportunities for 'little and often' practice through the day, e.g. flashcards whilst lining up for lunchtime; five minute 1:1 targeted intervention sessions.
- Provide children with their own pack of materials that can be taken home, e.g. their own sets of flashcards; Pupil Practice Booklets for use at home; additional decodable reading books.
- Work as closely as possible with parents and carers (see guidance on supporting parents and carers on page 38).
- Be specific about small measurable targets, e.g. *This week we will make sure we know the letter-sounds p, n, m.*
- Provide additional support during sessions, e.g. use individual sets of selected grapheme tiles to enable children to select graphemes rather than writing them.
- Print and laminate Sounds Mats in A4 and A3 sizes for support during phonics lessons and during wider curriculum lessons.
- Check that visual displays are accessible, e.g. large enough, at a suitable height.



Sounds Mats can be laminated and made available to children as a reference throughout the day.

Appendix 3



Map of Progression in Phonics (based on Rocket Phonics)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Reception	s a t i p n m d g o c k I the go to no into	c k e u r h b f f l l s s I the go to no into	j v w x y z z z q u he she we me <u>be</u> was my you her they all are	ch sh th ng ai ee igh oa oo oo he she we me <u>be</u> was my you her they all are	ar or ur ow oi ear air ure er someone said come do so were when have there out like little what	wh ph /ai/ ay a-e a /ee/ e-e ie ea <u>some one</u> said come do so were when have there out like little what
Book bands	Pink		Red		Yellow	Blue
Year 1	/igh/ i i-e ie y /oa/ o-e ow oe o /ee/ y ey <u>Some one</u> said come do so were when have there out like little what	/y+oo/ u u-e ue ew long /oo/ u u-e ue ew /ur/ er ir ou oy <u>oh</u> their people Mr Mrs looked called asked could water where	/or/ au aw al our ore oor augh /oa/ ou long /oo/ ou /ar/ a al /ur/ ear or /eer/ eer ere /air/ are ear ere who again thought through many laughed because any eyes friends once please	/s/ c se ce /j/ g dge ge /e/ ea /uh/ o /k/ ch /sh/ ch <u>oh</u> their people Mr Mrs looked called asked could water where	le ed ed mb kn gn wr tch /zh/ s si ge <u>oh</u> their people Mr Mrs looked called asked could water where	/ch+u/ ture /i/ y /s/ sc st /o/ a /sh/ ti ci ssi who again thought through many laughed because any eyes friends once please
Book bands	Blue	Green		Orange		
Year 2	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o homophones and near-homophones suffixes	/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al possessive apostrophes suffixes	/or/ or, au, aw, al, a, ar /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy contractions suffixes	/ear/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge homophones and near-homophones suffixes	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el possessive apostrophes suffixes	/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi contractions suffixes
Book bands	Turquoise	Purple		Gold	White	
	Blue	Green		Orange		

Rocket Phonics Progression Map abigailsteeltraining.com

*Colours Blue, Green and Orange are shown against Year 2 to enable dual aspect teaching. In Year 2 we revisit the alphabetic code but with a heavier emphasis on spelling and age-appropriate content. We teach in a very similar order to the Year 1 pathway which means that the Year 2 teacher can teach whole class lessons using the age-appropriate colour banding for Y2 (turquoise, purple, gold and white) but learners who might still lack confidence, fluency or decoding accuracy can read Target Practice Readers at Blue, Green and Orange that tie in with the teaching content. This approach enables lower attaining learners an opportunity to keep up with Year 2 teaching whilst closing the gap before KS2. It also supports mixed aged group teaching.

Appendix 4

EYFS

Scope and sequence

Week	Phoneme/grapheme correspondences	Common exception word focus
1	/s/ as in sun , /a/ as in apple	
2	/t/ as in tap , /i/ as in insect	
3	/p/ as in pan , /n/ as in net	
4	/m/ as in mouse , /d/ as in dog	I, the
5	/g/ as in goat , /o/ as in octopus	go, to
6	/k/ as in cat , /k/ as in kite	no, into
7	/k/ as in duck , /e/ as in elephant	the
8	/u/ as in umbrella , /r/ as in rabbit	to
9	/h/ as in hat , /b/ as in bat	I
10	/f/ as in frog and cliff , /l/ as in ladder	go
11	/l/ as in shell , /s/ as in dress	no
12	Double letters, two syllable words	into
13	/j/ as in jug , /v/ as in van	he, she
14	/w/ as in web , /k+s/ as in fox	we, me
15	/y/ as in yellow , /z/ as in zebra and fizzy	be, was
16	/z/ as in bugs , /k+w/ as in queen	my, you
17	Consolidate j, v, w, x	her, they
18	Consolidate y, z, zz, s, qu	all, are
19	/ch/ as in chick , /sh/ as in sheep	he, she
20	/th/ as in thumb and feather , /n+g/ as in ring	we, me
21	/ai/ as in train , /ee/ as in bee	be, was
22	/igh/ as in light , /oa/ as in boat	my, you
23	short /oo/ as in book , long /oo/ as in moon	her, they
24	Consolidate ch, sh, th, ng, ai, ee, igh, oa, oo, oo	all, are
25	/ar/ as in car , /or/ as in fork	some, one, said
26	/ur/ as in purse , /ou/ as in owl	come, do, so
27	/oi/ as in coin , /eer/ as in ear	were, when
28	/air/ as in chair , /y+oor/ as in manure	have, there
29	Schwa /uh/ as in hammer , consolidate ar, or, ur, ow	out, like
30	Consolidate oi, ear, air, ure, er, ar, or, ur	little, what
31	/w/ as in wheel , /f/ as in dolphin	some, one, said
32	/ai/ as in crayon and cake	come, do, so
33	/ai/ as in acorn , /ee/ as in scene	were, when
34	/ee/ as in shield and peach	have, there
35	Consolidate wh, ph, ay, a-e	out, like
36	Consolidate a, e-e, ie, ea	little, what

*NB: Week 1 is the first full week all pupils are in school this is usually week 2 of the Autumn Term

Year One

Scope and sequence

Week	Phoneme/grapheme correspondences	Common exception word practice
1	/igh/ as in child and time	some, one, said
2	/igh/ as in pie and spy	come, do, so
3	/oa/ as in rope and snow	were, when
4	/oa/ as in toe and piano	have, there
5	/ee/ as in happy and key	out, like
6	Consolidate i, i-e, ie, y, o-e, ow, oe, o, y, ey	little, what
7	/y+oo/ as in unicorn , short /oo/ as in push	oh, their
8	/y+oo/as in cube , long /oo/ as in flute	people
9	/y+oo/ as in statue , long /oo/ as in blue	Mr, Mrs
10	/y+oo/ as in news , long /oo/ as in screw	looked, called
11	/ur/ as in herbs and bird	asked, could
12	/ou/ as in cloud , /oi/ as in toy	water, where
13	/or/ as in astronaut and strawberry	who, again
14	/oa/ as in shoulder , long /oo/ as in soup , short /oo/ as in should , /ar/ as in father and palm	thought, through
15	/ur/ as in pearl and world , /eer/ as in deer and here	many, laughed
16	/air/ as in square , bear and there , /or/ as in ball	because, any
17	/or/ as in four and core	eyes, friends
18	/or/ as in door and daughter	once, please
19	/s/ as in celery , /j/ as in giraffe	oh, their
20	/e/ as in bread , /s/ as in house	people
21	/s/ as in fence , /k/ as in school	Mr, Mrs
22	/sh/ as in chef , /j/ as in bridge	looked, called
23	/j/ as in package , /uh/ as in mother	asked, could
24	Consolidate c, g, ea, se, ce, ch, ch, dge, ge, o	water, where
25	/ul/ as in bottle , /t/ and /d/ as in mixed and drilled	oh, their
26	/m/ as in comb , /n/ as in knot	people
27	/n/ as in sign , /r/ as in writing	Mr, Mrs
28	/ch/ as in hatching , /zh/ as in treasure , television , collage	looked, called
29	Consolidate le, ed, mb, kn	asked, could
30	Consolidate gn, wr, tch, s, si, ge	water, where
31	/ch+u/ as in picture , /i/ as in pyramid	who, again
32	/s/ as in scissors and whistle	thought, through
33	/o/ as in watch , /sh/ as in station	many, laughed
34	/sh/ as in musician and percussion	because, any
35	Consolidate ture, y, sc, st	eyes, friends
36	Consolidate (w) a, ti, ci, ssi	once, please

*NB: Week 1 is the first full week all pupils are in school this is usually week 2 of the Autumn Term

Year Two

Scope and sequence

Week	Phoneme/grapheme correspondence	Cursive handwriting focus
1	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey	c, a, d, s, g, o
2	/ee/ ee, e-e, ie, ea, y, ey, e	qu, f, l, t, h
3	/igh/ igh, i, i-e, ie, y	b, k, r, n, m
4	/oa/ oa, o-e, ow, oe, o	p, i, j, u, y
5	homophones and near-homophones	v, w, x, z, e
6	suffixes	o, r, re, v, w, x
7	/w/ w, wh /f/ f, ff, ph	c, a, d, s, g, o
8	long /oo/ oo, u-e, ou, ue, ew	qu, f, l, t, h
9	/y+oo/ u, u-e, ue, ew	b, k, r, n, m
10	short /oo/ oo, u, oul /ar/ ar, a, al	p, i, j, u, y
11	possessive apostrophes	v, w, x, z, e
12	suffixes	o, r, re, v, w, x
13	/or/ or, au, aw, al, ar, a	c, a, d, s, g, o
14	/or/ our, ore, oor, augh	qu, f, l, t, h
15	/ur/ ur, er, ir, ear, or	b, k, r, n, m
16	/ou/ ou, ow /oi/ oi, oy	p, i, j, u, y
17	contractions	v, w, x, z, e
18	suffixes	o, r, re, v, w, x
19	/eer/ ear, eer, ere	c, a, d, s, g, o
20	/air/ air, are, ear, ere	qu, f, l, t, h
21	/s/ s, ss, c, se, ce, sc, st	b, k, r, n, m
22	/j/ j, g, dge, ge	p, i, j, u, y
23	homophones and near-homophones	v, w, x, z, e
24	suffixes	o, r, re, v, w, x
25	/t/ t, tt, ed /d/ d, dd, ed	c, a, d, s, g, o
26	/n/ n, nn, kn, gn /m/ m, mm, mb	qu, f, l, t, h
27	/k/ c, k, ck, ch /r/ r, rr, wr	b, k, r, n, m
28	/l/ l, ll /ul/ le, il, al, el	p, i, j, u, y
29	possessive apostrophes/suffixes	v, w, x, z, e
30	suffixes	o, r, re, v, w, x
31	/i/ i, y /o/ o, (w)a (qu)a	c, a, d, s, g, o
32	/e/ e, ea /zh/ s, si, ge	qu, f, l, t, h
33	/ch/ ch, tch /ch+u/ ture	b, k, r, n, m
34	/sh/ sh, ch, ti, ci, ssi	p, i, j, u, y
35	contractions/suffixes	v, w, x, z, e
36	suffixes	o, r, re, v, w, x

*NB: Week 1 is the first full week all pupils are in school this is usually week 2 of the Autumn Term

Appendix 5



Map of Progression in Word Reading



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>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</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p>	

Appendix 6



Map of Progression in Comprehension Skills

Autumn / Spring / Summer – Highlighted first time introduce key skill.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g., nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Reading for Pleasure Listening to and discussing texts	<p>To listen to stories with increasing attention and recall.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To begin to recognise different forms of poetry (e.g., free verse or narrative poetry)</p>	<p>To recognise and discuss some different forms of poetry (e.g., free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

Map of Progression in Comprehension Skills

Autumn / Spring / Summer – Highlighted first time introduce key skill.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
V ocabulary	When prompted, use their experience to explore meaning and sounds of new vocabulary	Use personal experience, e.g., 'given what I know about the subject, what is the most likely meaning?' Draw on vocabulary the teacher provides	Pause when reading to check their understanding and, where necessary, re-read to gain understanding. Begin to look for clues to find meaning of unfamiliar words	Guess possible meanings of unfamiliar words using the context in the text e.g., reading on, and identifying whether adjective etc. Start to use a glossary. Start to look at root words – for known suffixes.	Identify root words and derivatives. Re-read surrounding sentences and/ or paragraphs to identify possible meanings. Use glossaries and dictionaries.	Use syntax accurately to guess meaning. Give increasingly precise explanations of word meanings that fit with the context of the text. Check the plausibility and accuracy of their guess at word.	Consider alternative meanings, suggested or from a dictionary. Justify the plausibility and accuracy of their explanation of or inference about a word meaning.
I nference	Use pictures to guess what is happening in a story.	Understand that words and pictures give us clues what might be happening, even if they don't tell us. Use pictures and text to guess something that might be happening.	Know inference is making a guess about something the text does not tell us directly. Know we use our own experience to infer. Identify clues about emotions and feelings in the text. Use knowledge of other facts to infer.	Identify specific actions and dialogue in texts that give clues to feelings. Point to evidence in text to justify answer.	Identify actions in texts that give clues to motives and character not just feelings. Quote evidence in text to justify inference. Understand evidence about feelings and motives have to be weighed up to get a big picture.	Use dialogue to infer character and motives. Make a hypothesis about something and support by evidence. Use evidence from two places in a book to show how feelings or character change.	Infer an author's opinion. Choose evidence across a whole book to justify an inference.
P rediction	Guess what might happen next while listening to a story. Guess what might happen next while following a picture story.	Understand predicting means guessing based on a reason. Make a prediction and say why they think it. Predict based on simple text as well as pictures.	Base predictions on facts stated and ideas implied in short extract of text. Explain their prediction clearly referring to text.	Update a prediction as they read more of a text. Explain why they have changed it.	Make predictions about a text based on prior knowledge of the topic or event. Explain why they have modified a prediction, identifying specific text that caused modification. Start to use the idea of themes to make predictions. E.g., triumph of good over evil.	Make accurate predictions from complex text, modifying ideas and explaining why.	Use the idea of themes to make predictions. E.g., good, evil, loss, heroism. Debate predictions with others, referring to text.

Map of Progression in Comprehension Skills

Autumn / Spring / Summer – Highlighted first time introduce key skill.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E xplain author's choices	Know that a title tells us a bit about the book.	Say what words they like in a story or text. Talk about how the Title tells us what will be in the book.	Explain why they like a word. Recognise how a story is similar to others they have heard. Identify recurring language / words / phrases. Understand that authors can use paragraphs, numbering, headings and subheadings to make writing clearer.	Know authors choose to give us clues through text. Identify examples of effective words and phrases that describe and create atmosphere.	Start to identify figurative language – including use of simile and metaphor. Begin to discuss purpose and impact. Look back, and identify how an author gave a clue to enable a prediction.	Identify further figurative language including analogy and imagery. Discuss purpose and impact e.g., to create moods, arouse expectations, build tension, entice a reader to continue.	Identify how an author has chosen text to present and extend character, events or topics. Identify and discuss idiomatic phrases, and embedded metaphors using an appropriate technical vocabulary. Comment critically on language used to imply ideas, attitudes and points of view.
R etrieval	Say who a story was about. Asked a question about a story, answer it referring to pictures.	Use text to identify simple details about a given person, or an event or what a person did. Listen to what others say about the person or event, and discuss it.	Begin to use contents page, simple index, subheadings to find information. Know that simple retrieval is what the text says for certain – no guessing. Identify 3 key events in a short story.	Reread a text to look for information. Scan – read a text quickly to find set information. Use charts or diagrams. Point to evidence in text to justify answer.	Understand what skimming is. Look for key sentences and words to find important information. Quote key evidence from a text and identify less important information. Find information in graphs.	Use skimming and scanning as appropriate. Refer to details and examples in a text as evidence. Paraphrase as well as quoting from a text as evidence. Use a complex index.	Use evidence to compare characters, events, places. Say why some evidence is more useful or more reliable than other evidence. Use quotes, paraphrasing and adapting text to give evidence.
S ummarise	Retell a story from pictures. Retell a story or rhyme they have heard read several times, remembering what happened in it.	Say who the main characters are and the main events in a story.	Put key events in the right order. Identify the 3 most important non-fiction facts in a short passage, drawing on their own knowledge too. Start to identify the relationship between different parts of the text.	Retell main points of a story in sequence. Draw together information from across several paragraphs to sum up what is known about a specific character, event or idea. Identify key non-fiction facts drawing on a larger section of text.	Summarise paragraphs by identifying the most important elements, using inference as well as what is directly stated. Be able to make brief summaries about paragraphs at regular intervals when reading.	Identify key points in a chapter. Be able to make brief summaries about chapters at regular intervals when reading. Pull together what is known about a character or topic across a whole book. Justify why they have included specific information in a summary.	Compare their understanding of summarised events to their predictions of what might happen. Identify how a passage has changed their views of a character or story. When summarising a character, explain what inferences they have made to do that. Contrast information they might have included in a summary, and explain why they chose some above others.

Appendix 7

EYFS

Individual progress tracker

Pupil name: _____

Autumn term 1	Letter-sounds	Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k	
	Blending	Can orally blend words	
	Segmenting	Can orally segment words with support	
	Letter formation	Begins to form letters correctly with support	
Autumn term 2	Letter-sounds	Recognises, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss	
	Blending	Can blend simple words using known letter-sounds Reads <i>Pink Rocket Phonics</i> * books	
	Segmenting	Can segment simple words with support	
	Letter formation	Forms most taught letters correctly Which letters need further practice?	
Spring term 1	Letter-sounds	Recognises, says and identifies j, v, w, x, y, z, zz, qu	
	Blending	Can blend simple words using known letter-sounds Reads <i>Pink/Red Rocket Phonics</i> * books	
	Segmenting	Can segment simple words with support	
	Letter formation	Forms most taught letters correctly Which letters need further practice?	
Spring term 2	Letter-sounds	Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo	
	Blending	Can read words with different structures, e.g. CCVC, CVCC, CCVCC Reads <i>Red Rocket Phonics</i> * books	
	Segmenting	Can segment and write simple words	
	Letter formation	Forms most taught letters correctly Which letters need further practice?	
Summer term 1	Letter-sounds	Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er	
	Blending	Can read words with adjacent consonants Reads <i>Red/Yellow Rocket Phonics</i> * books	
	Segmenting	Can segment and write simple words	
	Letter formation	Forms letters correctly	
Summer term 2	Letter-sounds	Recognises, says and identifies wh, ph, ay, a-e, a, e-e, ie, ea	
	Blending	Reads <i>Yellow Rocket Phonics</i> books Reads <i>Yellow/Blue Target Practice</i> reading books	
	Segmenting	Writes simple sentences	
	Letter formation	Forms letters correctly; sits letters on writing line	

*refers to both *Target Practice* reading books and *Rocket Phonics* Readers

Suggested assessment schedule

	Reception/P1
Within 2 weeks of start of year (or at any point for new starters)	Baseline Assessment
End of Autumn 1st Half-Term	Reception End of Half-Term 1 Assessment
End of Autumn 2nd Half-Term	Reception End of Half-Term 2 Assessment and/or Pupil Practice Booklet 1 Assessment A and/or B
End of Spring 1st Half-Term	Reception End of Half-Term 3 Assessment
End of Spring 2nd Half-Term	Reception End of Half-Term 4 Assessment and/or Pupil Practice Booklet 2 Assessment A and/or B
End of Summer 1st Half-Term	Reception End of Half-Term 5 Assessment
End of Summer 2nd Half-Term	Reception End of Half-Term 6 Assessment and/or Pupil Practice Booklet 3 Assessment A and/or B

Baseline Assessment guidance

Letter-sounds for reading	Ask the child to look at each grapheme and say the sound. You can point underneath to help them focus.
Oral blending	Ask the child to listen as you say the sounds and to tell you the whole word. Adult says /t/ /a/ /p/. Can the child tell you 'top'? Adult says /h/ /a/ /n/ /d/. Can the child tell you 'hand'?
Oral segmenting	Ask the child to listen as you say the whole word and to tell you the sounds all through the word. Adult says 'cot'. Can the child tell you /k/ /o/ /t/ as separate sounds? Adult says 'jump'. Can the child tell you /j/ /u/ /m/ /p/ as separate sounds?
Word reading	Point to each word and ask the child to read it. The child should read independently but you can remind them to sound out aloud and blend if it helps them.
Letter formation	Ask the child to write each letter of the alphabet in both lower-case and upper-case as you dictate it to them. Give the child paper and a pencil (rather than using a mini whiteboard) so you can observe their pencil hold and pressure used while they write. Dictate the letter name and sound so the child is clear about the shape you are asking for. You could sing the alphabet together first too, as this will help to prompt their recall of the shapes. Record by ticking letters successfully formed in the chart.
Word segmenting	Dictate each word and ask the child to write them onto a piece of paper. Record by ticking words successfully spelled in the chart.
Sentence reading	Ask the child to read each sentence. Ask a simple question after each sentence read to check understanding. For example: <i>Who had a map? What happened to the brown box? Where is the dance?</i>
Sentence writing	Dictate each sentence and ask the child to write them onto a piece of paper. Record any particular observations by annotating onto the sheet.

Year One

Individual progress tracker

Pupil name: _____

Autumn term 1	Letter-sounds	Recognises, says and identifies i, i-e, ie, y, o-e, ow, oe, o, y, ey	
	Blending	Reads Blue <i>Target Practice</i> reading books Reads Yellow and Yellow Plus <i>Rocket Phonics</i> books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter Formation	Forms letters correctly and confidently	
Autumn term 2	Letter-sounds	Recognises, says and identifies u, u, u-e, u-e, ue, ue, ew, ew, er, ir, ou, oy	
	Blending	Reads Green <i>Target Practice</i> reading books Reads Blue <i>Rocket Phonics</i> books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Spring term 1	Letter-sounds	Recognises, says and identifies au, aw, ou, ou, oul, a, al, ear, or, eer, ere, are, ear, al, our, ore, oor, augh	
	Blending	Reads Green <i>Target Practice</i> reading books Reads Blue <i>Rocket Phonics</i> books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Spring term 2	Letter-sounds	Recognises, says and identifies c, g, ea, se, ce, ch, ch, dge, ge, o	
	Blending	Reads Orange <i>Target Practice</i> reading books Reads Green <i>Rocket Phonics</i> books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Summer term 1	Letter-sounds	Recognises, says and identifies le, ed, ed, mb, kn, gn, wr, tch, s, si, ge	
	Blending	Reads Orange <i>Target Practice</i> reading books Reads Green <i>Rocket Phonics</i> books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Summer term 2	Letter-sounds	Recognises, says and identifies ture, y, sc, st, a, ti, ci, ssi	
	Blending	Reads Orange <i>Target Practice</i> reading books Reads Green/Orange <i>Rocket Phonics</i> books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	

Suggested assessment schedule

	Year 1 / P2
Within 2 weeks of start of year (or at any point for new starters)	Baseline Assessment
End of Autumn 1st Half-Term	Y1 End of Half-Term 1 assessment
End of Autumn 2nd Half-Term	Y1 End of Half-Term 2 assessment and/or Pupil Practice Booklet 1 Assessment A and/or B and/or Phonics Screening Check Paper 1
End of Spring 1st Half-Term	Y1 End of Half-Term 3 Assessment
End of Spring 2nd Half-Term	Y1 End of Half-Term 4 assessment and/or Pupil Practice Booklet 2 Assessment A and/or B and/or Phonics Screening Check Paper 2
End of Summer 1st Half-Term	Y1 End of Half-Term 5 Assessment and/or Phonics Screening Check Paper 3
End of Summer 2nd Half-Term	Y1 End of Half-Term 6 Assessment and/or Pupil Practice Booklet 3 Assessment A and/or B

Year Two

Individual progress tracker

Pupil name: _____

Autumn term 1	Letter-sounds	Recognises, says and identifies multiple grapheme alternatives for the sounds /ai/, /ee/, /igh/ and /oo/	
	Blending	Reads Orange/Turquoise Reading Planet books	
	Segmenting	Writes simple sentences dictated by the teacher with most words spelled correctly	
	Handwriting	Begins to form and use diagonal and horizontal strokes to join letters	
Autumn term 2	Letter-sounds	Recognises, says and identifies multiple grapheme alternatives for the sounds /w/, /t/, long /oo/, /y+oo/, short /oo/ and /ar/	
	Blending	Reads Turquoise/Purple Reading Planet books	
	Segmenting	Writes simple sentences dictated by the teacher with most words spelled correctly	
	Handwriting	Begins to form and use diagonal and horizontal strokes to join letters	
Spring term 1	Letter-sounds	Recognises, says and identifies multiple grapheme alternatives for the sounds /or/, /ur/, /ou/ and /oi/	
	Blending	Reads Purple Reading Planet books	
	Segmenting	Writes simple sentences dictated by the teacher with most words spelled correctly	
	Handwriting	Uses cursive handwriting with increasing accuracy and confidence	
Spring term 2	Letter-sounds	Recognises, says and identifies multiple grapheme alternatives for the sounds /eer/, /air/, /s/ and /j/	
	Blending	Reads Gold Reading Planet books	
	Segmenting	Writes simple sentences dictated by the teacher with most words spelled correctly	
	Handwriting	Uses cursive handwriting with increasing accuracy and confidence	
Summer term 1	Letter-sounds	Recognises, says and identifies multiple grapheme alternatives for the sounds /t/, /d/, /n/, /m/, /k/, /r/, /l/ and /ul/	
	Blending	Reads Gold/White Reading Planet books	
	Segmenting	Writes simple sentences dictated by the teacher with most words spelled correctly	
	Handwriting	Uses cursive handwriting correctly and confidently	
Summer term 2	Letter-sounds	Recognises, says and identifies multiple grapheme alternatives for the sounds /i/, /o/, /e/, /zh/, /ch/, /ch+u/ and /sh/	
	Blending	Reads White Reading Planet books	
	Segmenting	Writes simple sentences dictated by the teacher with most words spelled correctly	
	Handwriting	Uses cursive handwriting correctly and confidently	

Suggested assessment schedule

	Year 2 / P3
End of Autumn 1st Half-Term	Y2 End of Half-Term 1 assessment and/or Pupil Practice Booklet 7 Assessment A and/or B
End of Autumn 2nd Half-Term	Y2 End of Half-Term 2 assessment and/or Pupil Practice Booklet 8 Assessment A and/or B
End of Spring 1st Half-Term	Y2 End of Half-Term 3 assessment and/or Pupil Practice Booklet 9 Assessment A and/or B
End of Spring 2nd Half-Term	Y2 End of Half-Term 4 assessment and/or Pupil Practice Booklet 10 Assessment A and/or B
End of Summer 1st Half-Term	Y2 End of Half-Term 5 assessment and/or Pupil Practice Booklet 11 Assessment A and/or B
End of Summer 2nd Half-Term	Y2 End of Half-Term 6 assessment and/or Pupil Practice Booklet 12 Assessment A and/or B

Appendix 8 Sample Individual Formative Assessment Sheets Reading Key Stage Two

Individual Reading Record Name:

Pick one objective (a, b, c, d, e, f, g, h) as a focus for each read
Use one or two questions that match the contents of the book

Tick Book Band

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Reading objectives:	Year 3 & 4	Reading prompts
Working towards the expected standard:	Text: Date: Comment:	Questions to ask the child...
The pupil can:	Text: Date: Comment:	1. How is the character feeling? How do you know?
a. Use phonic knowledge to decode quickly and accurately	Text: Date: Comment:	2. Why did the author use that word?
b. Apply growing knowledge of root words and prefixes (in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto)	Text: Date: Comment:	3. What type of story is this?
c. Apply growing knowledge of root words and suffixes (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and cian)	Text: Date: Comment:	4. What words create the mood?
d. Read some Y3/Y4 common exception words	Text: Date: Comment:	5. How is the text organised?
In a book closely matched to the GPCs as above, the pupil can:	Text: Date: Comment:	6. Can you find powerful adjectives?
e. Begin to use appropriate intonation and volume	Text: Date: Comment:	7. Can you think of another story with a similar plot?
In discussion with the teacher, the pupil can:	Text: Date: Comment:	8. What does that word mean?
f. Recognise different text features	Text: Date: Comment:	9. What do the pictures / diagrams / labels add?
g. Discuss authors choice of words and phrases for effect	Text: Date: Comment:	
h. Make inferences about characters feelings, thoughts and motives	Text: Date: Comment:	

Individual Reading Record Name:

Pick one objective (a, b, c, d, e, f, g, h) as a focus for each read
Use one or two questions that match the contents of the book

Tick Book Band

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Reading objectives:	Year 3 & 4	Reading prompts
Working at the expected standard:	Text: Date: Comment:	Questions to ask...
The pupil can:	Text: Date: Comment:	1. How is the character feeling? How do you know?
a. Read fluently, decoding longer words with support, testing out different pronunciations	Text: Date: Comment:	2. Why did the author use that word?
b. Apply growing knowledge of root words and prefixes (in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto)	Text: Date: Comment:	3. What type of story is this?
c. Apply growing knowledge of root words and suffixes (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and cian)	Text: Date: Comment:	4. What words create the mood?
d. Read most Y3/Y4 common exception words	Text: Date: Comment:	5. How is the text organised?
In age appropriate texts, the pupil can:	Text: Date: Comment:	6. Can you find powerful adjectives?
e. Read with an awareness of the audience	Text: Date: Comment:	7. Can you think of another story with a similar plot?
f. Read texts with different structures and purpose.	Text: Date: Comment:	8. What does that word mean?
In discussions, the pupil can:	Text: Date: Comment:	9. What do the pictures / diagrams / labels add?
g. Make inferences based on what is being said and done about characters feelings and make predictions	Text: Date: Comment:	
h. Retrieve and record a range of information using text features	Text: Date: Comment:	

Individual Reading Record Name:

Pick one objective (a, b, c, d, e, f, g, h, i, j) as a focus for each read
Use one or two questions that match the contents of the book

Tick Book Band

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Reading objectives:	Year 3/4	Reading prompts
Working at greater depth:	Text: Date: Comment:	Questions to ask...
The pupil can:	Text: Date: Comment:	10. What has happened so far?
a. Read fluently, decoding longer words with support, testing out different pronunciations	Text: Date: Comment:	11. What words create the mood?
b. Apply growing knowledge of root words and prefixes (in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto)	Text: Date: Comment:	12. How do you know that character is feeling...?
c. Apply growing knowledge of root words and suffixes (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and cian)	Text: Date: Comment:	13. Can you think of another story with a similar plot?
d. Read all Y3/Y4 common exception words	Text: Date: Comment:	14. What questions would you ask the characters?
e. Understand the meaning of new words using context clues	Text: Date: Comment:	15. What does that word mean?
In age appropriate texts, the pupil can:	Text: Date: Comment:	16. What do the pictures / diagrams / labels add?
f. Read with an awareness of the audience	Text: Date: Comment:	
g. Read texts with different structures and purpose.	Text: Date: Comment:	
In discussion about a book they have read independently, the pupil can:	Text: Date: Comment:	
h. Make inferences based on what is being said and done and justify opinions and predictions with evidence from the text	Text: Date: Comment:	
i. Retrieve and record a range of information using text features	Text: Date: Comment:	
j. Make comparisons to other books they have read	Text: Date: Comment:	

Appendix 9 Sound Mats

Rocket Phonics Sounds Mat 1	s sun	a apple	t tap	i insect	p pan
n net	m mouse	d dog	g goat	o octopus	c cat
k kite	ck duck	e elephant	u umbrella	r rabbit	h hat
b bat	f frog	ff cliff	l ladder	ll shell	ss dress
j jug	v van	w web	x fox	y yellow	z zebra




























































Rocket Phonics Sounds Mat 2	zz fizzy	qu queen	ch chick	sh sheep	th thumb
ng ring	ai train	ee bee	igh light	oa boat	oo book
ar car	or fork	ur purse	ow owl	oi coin	ear ear
air chair	ure manure	er hammer	wh wheel	ph dolphin	ay crayon
a-e cake	a acorn	e-e scene	ie shield	ea peach	


























































































Rocket Phonics Sounds Mat 3	i child	i-e time	ie pie	y spy	o-e rope
ow snow	oe toe	o piano	ey key	u unicorn	u-e cube
ue statue	ew news	er herbs	ir bird	ou cloud	oy toy
blue	screw	herbs	bird	soup	shoulder
au astronaut	aw strawberry	oul should	a father	al palm	ear ear
or world	eer deer	ere here	are square	our four	ore snore

Rocket Phonics Sounds Mat 4	oor door	augh daughter	ce celery	ci city	cy cycle
ge germ	gi giraffe	gy gymnast	ea bread	se cheese	ce fence
ch chef	dge bridge	ge package	o mother	le bottle	ed mixed
school	bridge	package	mother	bottle	drilled
mb comb	kn knot	gn sign	wr writing	tch hatching	s si ge treasure
ture picture	y pyramid	sc scissors	st whistle	(w)a (qu)a watch	ti ci ssi station
				squash	musician

Alphabetic Code

Desktop Alphabetic Code Chart

/s/	s sun 	ss dress 	c celery 	se house 	ce fence 	sc scissors 	st whistle 	
/a/	a apple 							
/t/	t tap 	tt kettle 	ed mixed 					
/i/	i insect 	y pyramid 						
/p/	p pan 							
/n/	n net 	nn kennel 	kn knot 	gn sign 				
/m/	m mouse 	mm hammer 	mb comb 					
/d/	d dog 	dd ladder 	ed drilled 					
/g/	g goat 							
/o/	o octopus 	(w)a watch 	(qu)a squash 					
/k/	c cat 	k kite 	ck duck 	ch school 				
/e/	e elephant 	ea bread 						
/u/	u umbrella 							
/r/	r rabbit 	rr carrot 	wr writing 					
/h/	h hat 							
/b/	b bat 							
/f/	f frog 	ff cliff 	ph dolphin 					
/l/	l ladder 	ll shell 			/ul/ bottle 	il pencil 	al animal 	el camel 
/j/	j jug 	g giraffe 	dge bridge 	ge package 				
/v/	v van 	ve glove 						
/w/	w web 	wh wheel 						
/k+s/	x fox 							
/y/	y yellow 							

/z/	z zebra 	zz fizzy 
/k+w/	qu queen 	
/ch/	ch chick 	tch hatching 
		/ch+u/ ture picture 
/sh/	sh sheep 	ch chef 
		ti station 
		ci musician 
		ssi percussion 
unvoiced /th/	th thumb 	voiced /th/ th feather 
/ng/	ng ring 	
/ai/	ai train 	ay crayon 
		a-e cake 
		a acorn 
		eigh eight 8 
		ei reindeer 
		ea break 
		ey grey 
/ee/	ee bee 	e-e scene 
		ie shield 
		ea peach 
		y happy 
		ey key 
		e secret 
/igh/	igh light 	i child 
		i-e time 
		ie pie 
		y spy 
/oa/	oa boat 	o-e rope 
		ow snow 
		oe toe 
		o piano 
		ou shoulder 
short /oo/	oo book 	u push 
		oul should 
long /oo/	oo moon 	u-e flute 
		ou soup 
		ue blue 
		ew screw 
/ar/	ar car 	a father 
		al palm 
/or/	or fork 	au astronaut 
		aw strawberry 
		al ball 
		our four 4 
		ore snore 
	augh daughter 	a water 
		(w)ar wardrobe 
		(qu)ar quarter 
		oar oars 
		oor door 
/ur/	ur purse 	er herbs 
		ir bird 
		ear earth 
		or world 
/ou/	ow owl 	ou cloud 
/oi/	oi coin 	oy toy 
/eer/	ear ear 	eer deer 
		ere here 
/air/	air chair 	ear bear 
		are square 
		ere there 
/y+oo/	u unicorn 	u-e cube 
		ue statue 
		ew news 
/y+oor/	ure manure 	
/uh/	er hammer 	o mother 
/zh/	s treasure 	si television 
		ge collage 

What questions should I ask?

Use the bookmarks:

When your child begins a new book band, they will be issued with a bookmark that matches the colour band. On it you will find included suggested questions and key words to read and spell at home.

Pink

Please encourage your child to:

- Find the front cover
- Read the title
- Look for key words
- Use their phonics
- Use picture cues
- Think about it. What will happen next?

Questions to ask:

What is the title?

Who is the author?

How many lines can you find the word...?

Can you find words that...

What happened in the story?

Non-fiction:

What can we find out about in this book?

How do you know?

Red

Please encourage your child to:

- Read the title
- Point to each word
- Recognise key words
- Use their phonics
- Use picture cues
- Think about it. What will happen next?

Questions to ask:

What is the title?

Who is the author?

How many lines can you find the word...?

Can you find words that...

What happened in the story?

Non-fiction:

What can we find out about in this book?

How do you know?

Light Blue

Please encourage your child to:

- Only point to words that need to be decoded
- Read with ease
- Fluency
- Self-correction
- First meanings of unknown words

Questions to ask:

Who are the characters?

What might happen next?

What were the main events?

What did that word mean?

What is the setting of the story?

Non-fiction:

What comes first?

What is the book about?

What happens do you expect to see in this book?

What does that word mean?

How does another word fit into the story?

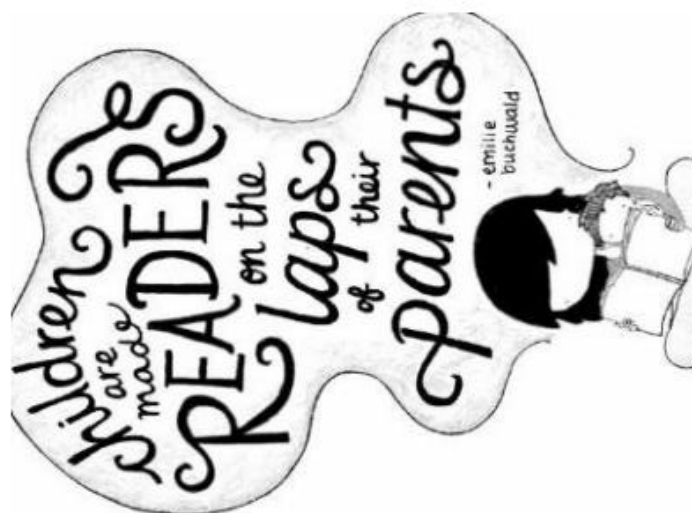
Changing books?

All children will have the opportunity to change their reading book **at least twice weekly**, using individual class systems. It is important to us that children read and enjoy reading regularly at home.

Reading for pleasure:

Our aim is for all our children to find **pleasure in reading**. You can help nurture a love of books by:

- ✓ Taking it in turns to read aloud
- ✓ Bring books to life
- ✓ Keeps books around the home
- ✓ Give books as gifts
- ✓ Make a cosy space for reading
- ✓ Choose books of interest



Pimperne CEVC
Primary School



Pimperne CE Primary School

Reading at Home

'As each one does their part, we grow in love'
Ephesians 4 vs. 16



What are
book bands?

How can I
help my
child?

How many
reads a
week?

How often should
books be changed?

How do I record
my child's reading?

What are book bands?

In schools, book bands are used to indicate the reading level of each book across different reading schemes.

All early reading scheme books are carefully constructed and banded to include words that match the phonic phase children are working within. This means the text will be phonetically decodable so each child experiences success.

Higher level reading scheme books include language to match the reading objectives for that year group and include relevant and age-appropriate contexts.

Within our scheme at Pimperne we have many different publishers, including Oxford Reading Tree. Their chart overleaf includes both book bands and levels to show age related expectations at which 'most' children will be reading.

Remember, the chart is only a guide. Children may experience some periods of rapid progress and then some periods of consolidation when progress is not so obvious.

Please discourage children from seeing the book bands as a race through the colours but instead, help them to understand that each band offers a range of books which will help them to develop different reading skills.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1+	Blue
		1	Pink
		1+	Blue
Reception / Primary 1	4-5 years old	2	Pink
		3	Red
		4	Yellow
Year 1 / Primary 2	5-6 years old	5	Light blue
		6	Green
		7	Orange
		8	Turquoise
Year 2 / Primary 3	6-7 years old	9	Gold
		10	White
		11	Light green
		12	Light blue
		13	Light green
Year 3 / Primary 4	7-8 years old	14	Brown
		15	Brown
		16	Dark blue
Year 4 / Primary 5	8-9 years old	17	Dark blue
		18	Dark blue
Year 5 / Primary 6	9-10 years old	19	Dark red
Year 6 / Primary 7	10-11 years old	20	Dark red

How can I help my child?

Model reading for life. Let your emerging reader see you read for pleasure. Involve your child in your everyday reading tasks such as following a recipe or instructions, reading the latest news or sports report online etc.

It is essential that children develop their comprehension skills alongside their ability to decode the words on the page. Therefore, it is important, particularly in the earlier stages of the scheme, that **children are encouraged to read a book more than once** to ensure they have a thorough understanding of the text.

You can read with a different purpose each time you read the book:

First Read - Decoding (Blending and Segmenting words)

Second Read - Fluency

Third Read - With Expression and understanding through the use of questioning.

How many reads a week?

Evidence suggests that children who read for enjoyment every day develop a broader vocabulary and increased general knowledge.

We expect all children to **complete at least 3 reads a week**.

How do I record reading?

Each child will have a reading record issued at the beginning of each year.



Please record all reading.

Weekly expectations:

YR - Y3 should have 3 adult signatures.

Y4 - Y6 will begin to record their own reading and ask an adult for one signature at the end of that week.

Appendix 11

Phonics glossary

You won't find unnecessary amounts of terminology in *Rocket Phonics*, but it's good for your professional development to know these phonics-related terms:

adjacent consonants	Two (or three) consonant letters representing two (or three) sounds, e.g. tw, str, bl. (Also known as a consonant cluster or blend.)
blending	The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say (discern) a whole word. (Also known as decoding or synthesising.)
code	The English Alphabetic Code is the correlation between the sounds of speech and the individual letters or groups of letters used to represent those sounds in print. A 'piece of code' refers to a letter-sound correspondence or grapheme-phoneme correspondence.
common exception word (CEW)	A high frequency word with an unusual letter-sound correspondence, e.g. one, their, because. These words are taught by decoding the familiar part and pointing out the unusual part.
consonant digraph	Two consonant letters which represent one sound.
CVC, CCVC, CCVCC	These represent the consonant and vowel sounds in word structures. For example, a CVC word = h-e-n, b-oa-t or ch-i-p.
decoding	See blending
digraph	Two letters which together represent one sound, e.g. ai, ea, mb. There are different types of digraph – vowel, consonant and split.
encoding	See segmenting
grapheme	A letter or group of letters representing one sound (phoneme).
phoneme	The smallest unit of sound in a word. Represented in print using slash marks, e.g. /a/.
quadgraph	Four letters which together represent one sound, e.g. eigh, ough.
schwa	An unstressed syllable. It is common for people to pronounce various graphemes as an /uh/ sound in natural speech.
segmenting	The process of using phonics for spelling and writing. Children listen to the whole word and break it down into constituent phonemes, choosing the corresponding grapheme to represent each phoneme. For example, 'lunch' can be segmented as l-u-n-ch. (Also known as encoding.)
split digraph	Two letters, which work as a pair to represent one sound, but are separated within the word, e.g. a-e in cake; o-e in note.
synthesising	See blending
trigraph	Three letters which together represent one sound, e.g. igh, eer.
vowel digraph	A digraph in which at least one of the letters is a vowel, e.g. ee, oi, or.