Holy Family Catholic Primary School
Reading – Intent and Long-Term Plan 2024-2025

In our holy family, we all thrive socially, academically and spiritually to our fullest potential.

Being able to read fluently, with comprehension, to a high standard enables our pupils to access and enjoy learning across the whole curriculum. Reading is also pleasurable, supporting pupils' well-being. Therefore, we intend to provide the highest quality reading education for all, creating confident, competent and fluent readers so that they can thrive as they continue their development journey.

National Curriculum Purpose of study	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
National Curriculum Aims	The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: ♣ read easily, fluently and with good understanding ♣ develop the habit of reading widely and often, for both pleasure and information ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ♣ appreciate our rich and varied literary heritage The programmes of study for reading at key stages 1 and 2 consist of two dimensions: ♣ word reading ♣ comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Development Matters National Curriculum objectives Our Learning Intentions	FS1	FS2
	Development Matters: Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Short term planning is available from the Little Wandle Website for phonics progression	
	Year 1	Year 2
	Pupils should be taught to: ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading. ♣ 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 read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them.	Pupils should be taught to: ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far

		♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 3	Year 4
Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ♣ develop positive attitudes to reading and 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 have 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 ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative 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 one 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.	Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ♣ develop positive attitudes to reading and 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 have 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 ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative 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 one 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.

	Year 5	Year 6
	Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ♣ maintain positive attitudes to reading and 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 ♣ 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 and across 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 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 one 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 ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ♣ maintain positive attitudes to reading and 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 ♣ 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 and across 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 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 one 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 ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.

Implementation

All children have a reading book which is aligned to their reading age,, which is identified through the Salford reading test. This supports pupils' vocabulary development. This is alongside teachers scaffolding children by choosing and signposting appropriate books for the age, maturity and interests of the child within each book band. Children also choose a book of interest. Reading Records are sent home with children each night; there is an expectation that families read with their children three times each week.

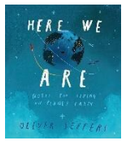
As children move from Year 1 to Year 2, children develop reading fluency through the Little Wandle fluency scheme. From the end of Autumn term in Y2, children move away from Little Wandle. Each week there are four discrete reading lessons. Texts for these sessions are tied to the wider curriculum to support knowledge development and reduce cognitive load.

Each lesson begins with retrieval phonics, using the Little Wandle 'Growing the Code' poster. Repetition of common exception words from previous year groups is key to familiarise and embed a range of sight words. Spellings from HeadStart are also read, increasing children's exposure to the words.

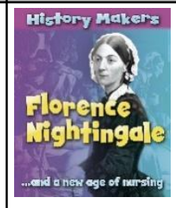
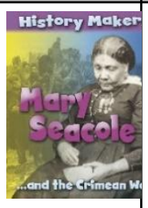
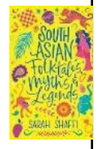
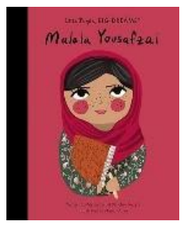
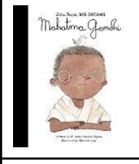
In Lesson 1 and 2, extracts of a text are provided. Repeated reading, through modelling, choral or echo reading, partner reading and individual reading, provides multiple opportunities to develop prosody. Pre-teaching of unfamiliar words, phrases or concepts supports comprehension. The skills associated with Reciprocal Reading are used on rotation to support pupils in engaging academically with the text.
In Lesson 3, the same pattern is followed with the addition of analysing grammatical features of the text.
In Lesson 4, pupils engage in more formal comprehension style activities.

Formal assessment is completed through the Salford reading test conducted in Autumn 1, Spring 1 and Summer 2. In addition, a termly comprehension test is completed. In Year 2 and Year 6, additional testing to support children to develop test technique and confidence can be completed using previous SATs papers. This also supports teachers to moderate pupil standards against National Expectations.

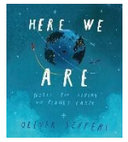
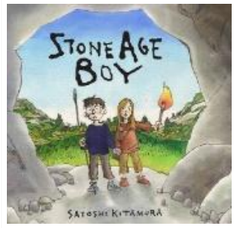
Reading Sequence Overview Year 1.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Transition Text Here we are – Year A  	The Beetle (linked to Art) The Dancing Dung Beetle – Twinkl Text	Jasper's Beanstalk Nick Butterworth Jack and the Beanstalk	India - CAFOD responds to floods in India, Bangladesh and Nepal	Monarchy – Kings and Queens. 	 London- (Linked to Geography) Book based on Paddington Bear and London (linked to History)
Curriculum link	Return to Learning	Art and History	Science	Science	History and RE	History and RE
Text	 	Jane Goodall - Little People, Big Dreams | Read Aloud | Biographies for kids (youtube.com) and/or buy physical book 	How to grow a bean. 	The Hungry Caterpillar Eric Carle	The Road to Emmaus and Pentecost (linked to RE) 	Instructions – Marmalade sandwiches
Curriculum link	RE and Geography	History	Science	Science	RE	History

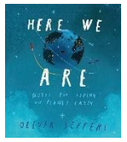
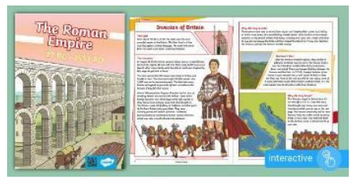
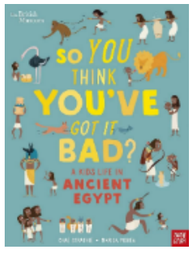
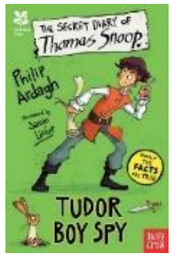
Reading Sequence Overview Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Transition Text Here we are – Year A 	  	 	Children's book - When the Rain Comes - a great bedtime story for kids to read along with - YouTube  	 	
Curriculum link	Return to Learning	History	History	Geography	Science and Geography	History
Text	 	Christmas nativity	Diary of Samuel Pepys	Easter Story	 	
Curriculum link	Science and Geography	RE	History	RE	Science and Geography	History

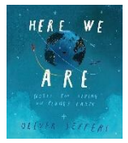
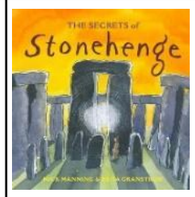
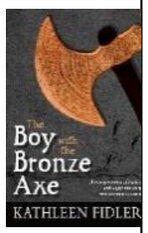
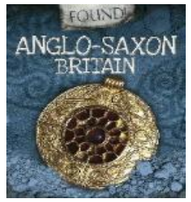
Reading Sequence Overview Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Transition Text Here we are – Year A  	 	 	 	Easter Scripture	Residentials
Curriculum link	Return to Learning	History	History	Geography	RE	PE
Text	Tourist Leaflets	 	Non-Chronological information about the human body	Playscript for performance	 	
Curriculum link	Geography	RE	Science	RE	Geography	History

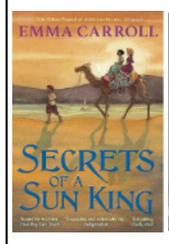
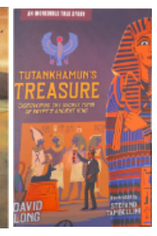
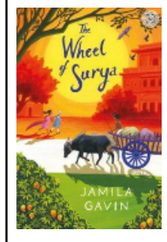
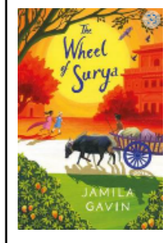
Reading Sequence Overview Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Transition Text Here we are – Year A  	 	 	Playscripts	 	
Curriculum link	Return to Learning	History	History	RE	Geography and Science	History
Text	Information texts	Christmas Poetry	Scripture	 	As above	As above
Curriculum link	Geography	RE	RE	Geography	Geography and science	History

Reading Sequence Overview Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Transition Text Here we are – Year A  	  	 	 	It's up to us – Youtube or book HRH The Prince of Wales introduces It's Up To Us, a children's book about climate change - YouTube	
Curriculum link	Return to Learning	History	History	Geography		History
Text	Poetry	Scripture	Christmas Adverts – Literacy Shed The Christmas Truce - THE LITERACY SHED Or similar	Play scripts		
Curriculum link	Geography / Science	RE	RE	RE	Geography / Science	Science

Reading Sequence Overview Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Transition Text Here we are – Year A 	 	Fair trade and traceability – how does it work? Fairtrade and Traceability - How does it work? (youtube.com) What is Fairtrade? YouTube from Fairtrade America What is Fairtrade? (youtube.com) What is Fairtrade – Banana Edition What is Fairtrade - Banana Edition - YouTube Fair Trade First – Sarah Ridley 	  	 	
Curriculum link	Return to Learning	History		History		PSHE
Text	 	Christmas story / scripture		Tadeo Jones Tad inside an Egyptian tomb – Literacy Shed video Tadeo Jones (youtube.com)		Playscripts
Curriculum link	Science and Geography	RE	Geography / PSHE	History	Geography	Transition

Nursery – Little Wandle Progression

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	s a t p i n	m d g o c k e	u r h b f l j	v w y z qu ch	ck x sh th ng nk
Use these Reception picture cards:	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	so**ck** (sound at the end) bo**x** (sound at the end) shells ri**ng** (sound at the end) pi**nk** (panda) (sound at the end) thumb/tee**th** (sound at the end)
Phonemic awareness focus	Teach children to **hear** the same initial sound for words and names of objects.	Teach children to **identify** initial sounds of words and names of objects. Teach children to **distinguish** different sounds.	Teach children to **identify** initial sounds of words and names of objects. Teach children to **articulate** sounds correctly – including playing with voice sounds.	Teach children to **identify** initial sounds of words and objects.	Teach children to **identify** the final sounds of words and objects.
Play these games:	• Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*	• What's in the box? – with objects that start with different sounds For each new sound play: • What's in the box?*	• Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*	• Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*	• Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words.

*A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website. Alternatively, use the photos in the 'Foundations for phonics: Images for What's in the box?' downloads for each half term.

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oral blending focus	Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
Play these games:	For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.	• Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.	• Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Pause before you blend the words – and see if children can jump in and blend the words.	• Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.	• Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.
Suggested words for Blend from the box*	Blend from the box words: **s:** s-o-ck s-u-n s-oa-p s-a-ck a-n-t **t:** t-ee-th t-i-n t-a-p t-o-p **p:** p-e-n p-e-g p-i-n p-a-n **n:** n-e-t n-oa-z (nose) n-e-ck n-u-t	Blend from the box words: **m:** m-oo-n m-ou-se m-a-p m-a-n **d:** d-o-g d-u-ck d-o-ll d-e-n **g:** g-oa-t g-ai-t (gate) g-oo-se g-ir-l **c/k:** c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t **e:** e-gg	Blend from the box words: **r:** r-a-t r-e-d r-oa-d r-i-ng **h:** h-a-t h-ou-se h-or-se h-ea-d **b:** b-oo-k b-u-s b-ir-d b-a-g **f:** f-i-sh f-a-n f-oo-t f-ar-m **l:** l-ea-f l-i-d l-o-ck l-o-g **j:** j-a-m j-u-g j-e-t j-ee-p	Blend from the box words: **v:** v-a-n v-e-t **w:** w-i-g w-e-b w-ai-v (wave) **y:** y-a-p [dog] **z:** z-i-p z-oo **qu:** qu-ee-n qu-a-ck [duck] qu-i-ck [action] **ch:** ch-i-p ch-i-ck ch-i-n ch-o-p [action]	Blend from the box words: **ck:** s-o-**ck** d-u-**ck** n-e-**ck** r-o-**ck** **x:** f-o-**x** b-o-**x** w-a-**x** s-i-**x** **sh:** sh-e-ll sh-i-t sh-o-p sh-e-d **th:** th-u-mb t-ee-**th** m-o-**th**, th-i-gh **ng:** r-i-**ng** w-i-**ng** k-i-**ng** **nk:** p-i-**nk** t-a-**nk** w-i-**nk** s-i-**nk**
Oral blending Never use grapheme cards/words.	Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p	Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n	Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g	Words with sounds the children know: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz	Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x
Recognising their name	Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	

Reception 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

Reception 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 ff	are sure pure
Week 5	longer words	

Reception 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 longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	out today

Reception 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 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.

Reception 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 in the middle /z/ s words ending –s words with –es at end /z/	

Reception 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 ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	
Week 4	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	
Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words	

Year 1 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 –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	**Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*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.

Year 1 Spring 1

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

Year 1 Autumn 2

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

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /**oo**/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se 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.

Year 1 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	

Year 1 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	