Reading and Phonics Sequence of Learning.

EYFS Reading and Phonics Sequencing

The most relevant statements for reading and phonics are taken from the following areas of learning:

- Communication and Language
- Literacy

Three and Four-Year-Olds: Communication and Language

Enjoy listening to longer stories and can remember what happens.

Three and Four-Year-Olds: Literacy

- Understand the five key concepts about print: -print has meaning,-print can have different purposes, - we read English texts from left to right and from top to bottom, - the names of the different parts of the book, - page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes,-count or clap syllables in a word, 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.

Reception: Communication and Language

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story once they have developed a deep familiarity with the text.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reception: Literacy

- 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 represent one sound and say sounds for them.
- Read a few common exception words matched to the RWI programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondence 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.

ELG : Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG: Word Reading

- 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.

Nursery

Follow RWI nursery programme

- Listen to and discuss a range of fiction and non-fiction books.
- Join in with poems, rhymes and repeated phrases in stories.
- Play games linked to identifying sounds, rhymes and rhythms.
- Begin to listen for RWI set 1 sounds- m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x.
- Identify objects by using initial sounds.
- Learn to identify RWI set 1 single letter sounds.
- Begin sharing picture books with no words. (Child led)

Reception

Follow RWI for Reception programme

- Read and say a sound for each set 1 sound- m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,sh,r,j,v,y,w,th,z,ch,qu,x,ng,nk
  Read and say a sound for each set 2 sound-ay, ee, igh, ow, oo, oo, ar, or, air, er, ou, oy Read alien/nonsense words using taught sounds.
- Read Set 1 and 2 red words – I, the, my, you, said, your, are, of, be, no, what, all, was, we so, to, me, call, her, there, want, go, some, come, he.
- Read high frequency words for Reception.
- Read books using known sounds and common exception words using RWI programme linked texts-red ditty, green, purple.

Reading and phonics Sequencing

Reading and Phonics Sequence of Learning.

	Key stage 1 Pupils should be taught to:	**Key stage 2** Pupils should be taught to:
Reading	• 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading	• 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 • reread these books to build up their fluency and confidence in word reading

Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Follow RWI for Year 1 programme Read, review and say the sounds for all set 1, 2 and 3 sounds from RWI programme. Blend to read vc, cv, cvc, cvcc, ccvc words. Break words into chunks/part or syllables to be able to read multisyllabic words. Read and say the additional sounds from RWI programme, ph, wh, ck, e-e, au, kn, ue, ie. Set 3 sounds-ea, oi, a-e,i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read red words linked to text and sound levels.	Review the sounds for all set 1, 2, 3 and additional sounds from RWI programme. Read and say the sounds identified for Year 2 from NC Appendix 1. Read and spell the Year 2 common exception words. Break words into chunks/part or syllables to be able to read multisyllabic words. Children continue on RWI reading programme and then move to AR reading. Follow RWI Spelling programme for Year 2, to read and spell words. Accurately read most words of two or more syllables.	**Revise reading and spelling patterns from Year 1 and 2.** **B**egin to read Y3/Y4 exception words. Follow RWI Spelling programme for Year 3, to read and spell words. Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* Apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, sion,-tion, -ssion and -cian, to begin to read aloud.*	Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. Follow RWI Spelling programme for Year 4, to read and spell words. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. Follow RWI Spelling programme for Year 5, to read and spell words. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes ,suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Follow RWI Spelling programme for Year 6, to read and spell words.

Reading and Phonics Sequence of Learning.

	Read alien/nonsense words using taught sounds. Read and say the sounds identified for Year 1 from NC Appendix 1. Read and spell the Year 1 common exception words. Read words containing -s, -es, ing, -ed and -est endings. Read words with contractions, e.g. I'm, I'll and we'll. Read books using known sounds and common exception words using RWI programme linked texts- pink, orange, yellow, blue, grey. Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. Reread texts to build up fluency and confidence in word reading.	Read most words containing common suffixes. Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
		See RWI Spelling programme: Curriculum matching charts for order of teaching. See Appendix 1 from NC for sounds and words to be learnt in specific year groups.				
Comprehension	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their 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	□ 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. □				

Reading and Phonics Sequence of Learning.

	• 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					
Comparing, contrasting and commenting	**Year 1** Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.	**Year 2** 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. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).	**Year 3** Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).	**Year 4** Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	**Year 5** 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. 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. Identify main ideas drawn from more than one paragraph summarise these. Recommend texts to peers based on personal choice,.and to features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	**Year 6** 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. Recognise more complex themes in what they read (such as loss or heroism). 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. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text.
Words in context and authorial voice	**Year 1** Discuss word meaning and link new meanings to those already known.	**Year 2** Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	**Year 3** Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss authors' choice of words and phrases for effect.	**Year 4** Discuss vocabulary used to capture readers' interest and imagination.	**Year 5** Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors' language and explain how it has created an impact on the reader.	**Year 6** Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading and Phonics Sequence of Learning.

Inference and prediction	**Year 1** Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.	**Year 2** Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.	**Year 3** Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text.	**Year 4** Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Justify predictions from details stated and implied.	**Year 5** Draw inferences from characters' feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	**Year 6** Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Poetry and Performance	**Year 1** Recite simple poems by heart.	**Year 2** Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	**Year 3** Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.	**Year 4** Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	**Year 5** Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	**Year 6** Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.