

Sacred Heart RC Nursery & Primary School



English: Reading

Progression of skills for Reading in the EYFS

Early Years prerequisite skills for reading within the national curriculum

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which early year's outcomes are prerequisite skills for reading into the national curriculum. The table below outlines the most relevant early years outcomes from birth to ELG, brought together from different areas of the Early Years Foundation Stage to match the programme of study for reading in the National Curriculum. The most relevant early years outcomes for reading are taken from the following areas of learning

Educational Programmes- parts highlighted relevant to Reading.

•Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. ***Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.***

•Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. ***In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.*** As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

•Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Word Reading and Phonics



A Sacred Heart, the Read Write Inc. Phonics and Reading programme is used to teach our children how to read, quickly and effectively. Please see the appendices for the teaching progression from Nursery to Year 1 (KS1), common irregular words; sequence of phonic decodable books; and sequence of phonic sounds.

Listening Comprehension Skills in the EYFS- these skills to be developed through read aloud story time.

The development of the below key listening comprehensions skills is fundamental for the development of reading comprehension, once word reading is automated. See Appendix D for the key skills and corresponding objectives chosen for development in the EYFS, as the foundation for progression into the comprehension elements of the National Curriculum.



Progression of skills for Reading in the EYFS

Communication and Language	Birth to Three	Three and Four Year Olds	Children in Reception	Early Learning Goals
	<p>Enjoy singing, music and toys that make sounds. Babble, using sounds like 'ba- ba', 'mamama'.</p> <p>Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'</p> <p>Reach or point to something they want while making sounds. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Understand simple instructions like "give to mummy" or "stop"</p> <p>Use the speech sounds p, b, m, w. Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'</p>	<p>Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" INFERENCE</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. QUESTIONING</p> <p>Connect one idea or action to another using a range of connectives. MAKING CONNECTIONS</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases. Engage in story times.</p>	<p>Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. QUESTIONING</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. QUESTIONING</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>

	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>		<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>
<p>What Adults can do</p>	<p>Birth to Three Singing, action rhymes and sharing books give children rich opportunities to understand new words. Play with groups of objects (different small world animals, or soft toys, or tea and picnic sets). Make sure you name things whilst playing, and talk about what you are doing When appropriate, you can check children's understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?"</p> <p>Three to four year olds Offer children at least a daily story time as well as sharing books throughout the session.</p>			

Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.

Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"

Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.

Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.

Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell.

Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.

"Let's go on a bus... you sit there... I'll be the driver." Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"

Children in Reception

Timetable a Storytime at least once a day.

Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.

Choose books that will develop their vocabulary.

Display quality books in attractive book corners.

Send home familiar and good-quality books for parents to read aloud and talk about with their children.

Show parents how to share stories with their children.

Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear.

Use different voices for the narrator and each character.

Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"

Link events in a story to your own experiences.

Talk about the plot and the main problem in the story.

Identify the main characters in the story, and talk about their feelings, actions and motives.

Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters.

Make familiar books available for children to share at school and at home

Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.

Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they?"

"In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.

Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.

Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.

Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response.

When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."

Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.

		Birth to Three	Three and Four Year Olds	Children in Reception	Early Learning Goals
Literacy	Comprehension	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes. • Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories. PREDICTION</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>

Word Reading

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book
 - print can have different purposes - page sequencing
 - we read English text from left to right and from top to bottom

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

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

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.

Say a sound for each letter in the alphabet and at least 10 digraphs.
 (set 1 and set 2 sounds)
 APPENDIX C

Read words consistent with their phonic knowledge by sound-blending. APPENDIX B
 CHILDREN TO BE
 READING GREEN BOOKS
 BY END OF RECEPTION

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 APPENDIX A
 CHILDREN TO BE ABLE
 TO READ ALL RED
 WORDS FROM DITTY/
 RED AND GREEN BOOKS

What Adults Can do

Birth to Three

Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.

You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.

Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking

You could learn songs and rhymes from parents.

You could also teach parents the songs and rhymes you use in the setting, in order to support learning at home.

Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century.

Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.

Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents.

Themed book areas can build on children's interests.

Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner.

Help children to explore favourite books through linked activities. Suggestions: - visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt' - going out to buy chillies for 'Lima's Red Hot Chilli' - dressing up clothes and small world play for favourite books

Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.

Three to Four Year Olds

Draw children's attention to a wide range of examples of print with different functions.

These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.

When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number.

Show children how to handle books and to turn the pages one at a time.

Show children where the text is, and how English print is read left to right and top to bottom.

Show children how sentences start with capital letters and end with full stops.

Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Help children tune into the different sounds in English by making changes to rhymes and songs, like:- changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car"- making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."

Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.

Choose books which reflect diversity.

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books.

Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture).

More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.

Children in Reception

Help children to read the sounds speedily. This will make sound-blending easier.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words. Including letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

Teach formation as they learn the sounds for each letter using a memorable phrase.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

Model how you read and re-read your own writing to check it makes sense.

Understanding the word

MAKING CONNECTIONS

Children in Reception

Compare and contrast characters from stories, including figures from the past.

EARLY LEARNING GOAL

Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

In order to achieve ELG's and statements within development matters, children need constant exposure to different aspects of history, science and culture through books they encounter, both read to them and within their environment.

Therefore, teachers should make half termly orders from SLS to receive books that are linked to the area of learning from Understanding the World for that half term.. These books should be read and shared with the children, either in whole class read aloud or through group work, and left in a free reading area for the children to access

	<p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>independently. Books in our Sacred Heart Spine will relate to Enquiry Project learning across these areas.</p>
Expressive Arts and Design	<p><u>Birth to three</u> Anticipate phrases and actions in rhymes and songs, like 'Peepo. Join in with songs and rhymes, making some sounds.</p> <p><u>Early Learning Goal</u> Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>Throughout the week, teachers should teach and give children the opportunity for children to perform their favourite rhymes and songs. See list half termly assigned Nursery Rhymes and songs on the Literature Overview.</p>

Rhyme and Poetry Progression- Rhyme Time

Communication and Language Children in Reception CAL

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.

Literacy

Birth to Three

Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently.

Nursery

Establish: **'Nursery Rhyme Time'** - See half termly assigned Nursery Rhymes and songs on the Literature Overview

Daily nursery rhymes: choral, round robins.

Building on initial Sounds

Hearing and responding to rhyme

Reception

Shape Poetry

Shape poetry
Link to theme.

What do you notice about the words on the page? How is this different to how we read a book?

Opportunity to develop and widen vocabulary in relation to objects

Building on:
To use vocabulary focused on objects and people that are of particular importance to them.

To build up vocabulary that reflects the breadth of their experiences

Focus on rhyme

Establish: **'Rhyme Time'** – see literature progression for specified rhymes and songs per half term.

Children to listen, learn and perform a Nursery Rhymes and poems over the course of two weeks. Poems should be lead by children's interest and include a focus on rhythm and rhyme.

Progression of red words, RWInc decodable books and phonic sounds

APPENDIX A

Progression of red words EYFS and Year 1

BY THE END OF RECEPTION, CHILDREN MUST BE ABLE TO READ ALL RED WORDS FROM DITTIES AND GREEN BOOKS

Ditties

	R	W		R	W		R	W
I			of			my		
to			the			no		
put								

Green Books

	R	W		R	W		R	W
the			your			said		
you			my			I		
he			are			of		
no								

Purple Books

	R	W		R	W		R	W
--	---	---	--	---	---	--	---	---

the			of			to		
I			my			me		
go			he			baby		
said			are			you		
your			he			paint		

Pink Books

	R	W		R	W		R	W
all			my			the		
like			I've			want		
you			call			we		
be			no			her		
are			of			me		
said			he			she		
to			washing			some		
there			so					

Orange Books

	R	W		R	W		R	W
what			they			do		

said			you			the		
me			be			want		
my			go			he		
no			old			are		
we			so			was		
be			off			all		
she			her					

Yellow Books

	R	W		R	W		R	W
one			saw			her		
to			go			the		
all			was			some		
she			be			he		
they			watch			watches		
me			said			my		
want			you			school		
are			of			small		
do			by			wall		
there			what			no		
so			your			who		

tall			call			brother		
I'm			I've			their		
any			fall			were		

Blue Books

	R	W		R	W		R	W
any			other			two		
one			all			her		
there			said			could		
they			would			want		
their			watch			some		
anyone			over			who		
does			school			through		
once			here			son		
you're			why			brother		
were			humans			whole		
what			was			small		
tall								

Grey Books

	R	W		R	W		R	W
should			were			there		
call			want			come		
one			through			many		
could			are			other		
was			two			who		
you			said			your		
what			school			mother		
to			they			father		
watch			anyone			whole		
water			great			brother		
above			where			here		
someone			another			walk		
what			small			any		
here			son			would		

APPENDIX B

Progression of RWI phonic Books

BY END OF RECEPTION, CHILDREN MUST BE ASSESSED AS BEING ON /READING GREEN BOOKS

Reception

Baseline: Children must be able to oral blend

End of Autumn: Ditty

End of Spring: Red Ditty Group

End of Summer: Green and Purple

Year 1

Baseline: green and purple

End of Autumn: Pink and Orange Group

End of Spring: Yellow Group

End of Summer: Blue and Grey Group

Year 2

Baseline: Blue and Grey Group

APPENDIX C

BY THE END OF RECEPTION CHILDREN MUST KNOW SET 1 AND 2 SOUNDS SECURELY

Phonic Sound Progress expectations

Nursery: Know at least 12 set 1 sounds and oral blend

Reception

December: know Set 1 sounds and blending with accurately including CVC and CCVC words.

February: Begin set 2 sounds

July: Secure set 1 and 2 sounds for blending

Year 1

End of September: Review and secure set 2 sounds

October: Begin set 3 sounds

March: know set 3 sounds to read and blend.

Expectation	Group	They can read:	Teach
Baseline September	Set 1a	-	Set 1 single letter sounds and word time 1.1 – 1.3
Rec – Rec – Oct	Set 1b	Most set 1 single sounds	Teach single letter gaps Word time 1.1 – 1.4
Rec - Dec	Set 1c	Most set 1 single sounds can orally blend	Teach special friends Review word time 1.1 – 1.4 Teach 1.5 – 1.6 Ditty copy masters 1-10 Sound blending books 6-10
Rec – Jan/ Feb	Photocopiable Ditty	Set 1 speedily Fred talk cvc	Teach set 2 sounds (ay ee igh ow oo oo) Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6 -1.7 Read red books Speedy green words Ditty copy masters 11 – 20 (if needed)
Rec – March	Red	Set 1 speedily Fred talk ccvc / cvcc Nonsense cvc words	Review set 2 sounds (ay ee igh ow oo oo) Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6 -1.7 Read red books Speedy green words Ditty copy masters 11 – 20 (if needed)
Rec – May/ June	Green	Fred talk -4 or 5 sounds inc special friends set 1 Nonsense words - 3 or 4	Teach the last 6 sounds in set 2 (ar or air ir ou oy)

End of RECEPTION BENCHMARK GREEN AND KNOW SET 1 AND SET 2 SOUNDS SPEEDILY		sounds inc special friends set 1	Review (ay ee igh ow oo oo) and set 1 speedily Review set 1 sounds
Yr 1 - September	green/ Purple	Speedy read green words with set 1 sounds and set 2 sounds. Confident recognising and reading in words (ay ee igh ow oo oo) and also have knowledge of (ar or air ir ou oy)	Beginning of Autumn 1 Teach and review set 2 sounds speedily Read green words with 4 and 5 sounds and green words with set 1 and 2 sounds speedily
Yr 1 – Dec	Pink	Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words with set 2 sounds	Beginning/ middle of Autumn 2 Teach set 3 and corresponding green word cards (a-e ea i-e o-e u-e oi) Nonsense words Review set 2
Yr 1 – Feb	Orange	Read set 3 (a-e ea i-e o-e u- e oi) confidently Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words	Review and teach set 3 (ai oa aw ur er ire ear ure ew are ow oe ie au e-e) review set 3 (a-e ea i-e o-e u-e oi)Review set 3 (a-e ea i-e o-e u-e oi)
Yr 1 – Apr	Yellow	Read set 3 sounds (a-e ea i- e o-e u-e oi) speedily. Confident reading 3 (ai oa aw ur er ire ear ure ew are ow oe ie au e-e). Read with green and nonsense words with Fred talk. Read all set 2 sounds speedily Read green words	Teach and review set 3 (ai oa aw ur er ire ear ure ew are ow) review set 3 (a-e ea i-e o-e u-e oi) Review set 1 and 2

		speedily Fred talk nonsense words	
Yr 1 – May/ June Need to be confident with all sounds by May.	Blue	Read set 3 sounds (a-e ea i-e o-e u-e oi) speedily. Read with green and nonsense words with Fred talk. Read a passage at 60-70 words per min attempting intonation.	Review set 2 and set 3 sounds, including all set 1 diagraphs.
Yr 1 – July Yr 2 – Dec END OF YEAR 1 EXPECTATION BLUE/ GREY	Grey	Read all set 3 sounds speedily. Read set 3 sounds in nonsense words with Fred talk. Read a passage at 70-80 words per min attempting intonation.	Review set 1-3 sounds Nonsense words

APPENDIX D

EYFS Key listening comprehension skills to be developed through listening comprehension and pictures.	
Prediction	- To suggest how a story might end. - To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
Visualising	- To follow a story without pictures or props.
Questioning	- To listen to stories, responding to what they hear with relevant comments, questions or actions. - To ask appropriate questions of others. - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
Making Connections	- To develop their own narratives and explanations by connecting ideas or events.

	<ul style="list-style-type: none"> - To link statements and stick to a main theme or intention - To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - To listen to stories with increasing attention and recall. - To begin to be aware of the way stories are structured. - To describe main story settings, events and principal characters.
Inference	<ul style="list-style-type: none"> -To begin to understand 'why' and 'how' questions. -To answer 'how' and 'why' questions about their experiences and in response to stories or events. - To talk about why things happen and how things work.

