

Phoenix Arch School

Reading
Planning Overview

Overview

At Phoenix Arch School we aim to develop a love of reading. Reading is taught using an individualised and personalised approach. Children engage in a daily 1:1 guided reading session and phonics teaching every day. Each pupil has daily opportunities to read across the curriculum as well as reading for pleasure. As a school, children are encouraged to choose their own reading books to promote a love of reading. A book at a lower reading level than the child helps to promote confidence with reading skills. A book at a higher reading level than the child helps to develop comprehension skills and allows the child to explore their own interest. Teachers ensure all pupils have daily access to an instructional reading book to develop decoding and reading strategies.

Long-Term Planning

This document outlines the key objectives to be covered for each year group or development phrase across the school. This is used to monitor and track progress of pupils. At Phoenix Arch, using a personalised approach for reading ensures that each pupil experiences success and can make progress throughout the school year.

Medium-Term Planning

At the beginning of each half-term individual targets, focusing on both comprehension and decoding skills, are identified for each individual child. These are then taught and revised during 1:1 guided reading sessions. Targets are dated when the child has met them, showing progression and used to identify future targets.

Short-Term Planning

Target sheets are used daily during 1:1 guided reading session to ensure teaching focuses on each child's personalised targets. This outlines the teaching opportunities and provides adults with the key questions to ask to develop reading skills. Lessons are differentiated for each pupil and targets are closely monitored to support pupils.

Although we do not have a nursery many of our pupils are assessed using early development skills

EYFS

Birth to 3

Comprehension and reading	A. Enjoy songs and rhymes, tuning in and paying attention	B. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	C. Say some of the words in songs and rhymes	D. Copy finger movements and other gestures	E. Sing songs and say rhymes independently, for example singing whilst playing
	F. Enjoy sharing books with an adult	G. Pay attention and responds to the pictures or the words	H. Have favourite books and seeks them out, to share with an adult, with another child, or to look at home	I. Repeat words and phrases from familiar stories	J. Ask questions about the book. Makes comments and shares their own ideas
	K. Develop play around favourite stories using props	L. Notice some print, such as the first letter of their names, a bus or door number, or a familiar logo			

Nursery

Comprehension	A. Engage in extended conversations about stories, learning new vocabulary				
Word reading	A. Understand the five key concepts about print: print has meaning	B. Understand the five key concepts about print: print can have different purposes	C. Understand the five key concepts about print: we read English text from left to right and from top to bottom	D. Understand the five key concepts about print: the names of the different parts of a book	

	E. Understand the five key concepts about print: page sequencing	F. Develop their phonological awareness, so that they can: spot and suggest rhymes	G. Develop their phonological awareness, so that they can: count or clap syllables in a word	H. Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother	
Reception					
Comprehension	A. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	B. Anticipate - where appropriate - key events in stories (ELG)	C. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)	D. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	
Word Reading	A. Read individual letters by saying the sounds for them	B. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	C. Read some letter groups that each represent one sound and say sounds for them	D. Read a few common exception words matched to the school's phonic programme	E. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
	F. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)	G. Read words consistent with their phonic knowledge by sound-blending (ELG)	H. Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)		

National Curriculum Year 1

Word Reading: Decoding	1.1.a.1 Apply phonic knowledge and skills as the route to decode words	1.1.a.2 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	1.1.a.3 Read accurately by blending sounds in unfamiliar words containing <i>GPCs that have been taught</i>	1.1.a.4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	1.1.a.5 Read words containing taught <i>GPCs</i> and -s, -es, -ing, -ed, -er and -est endings
	1.1.a.6 Read other words of more than one syllable that contain taught <i>GPCs</i>	1.1.a.7. Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	1.1.a.8. Read aloud accurately books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out	1.1.a.9 Re-read these books to build up their fluency and confidence in word reading	
Comprehension: Discussing Reading	1.2.j.1. Participate in discussion about what is read to them, taking turns and listening to what others say	1.2.j.2. Explain clearly their understanding of what is read to them	.		
Comprehension: Familiarity with texts	1.2.b.1. Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy tales and traditional tales	1.2.b.2. Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases			

Comprehension: Inference and Prediction	1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events	1.2.f.2. Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done	1.2.g.1. Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far		
Comprehension: Range of Reading	1.2.a.1 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	1.2.a.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences	1.2.c.1. Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart		
Comprehension: Understanding	1.2.e.1 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	1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading			
Comprehension: Word meaning	1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by:				

	discussing word meanings, linking new meanings to those already known				
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National Curriculum Year 2					
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Word Reading: Decoding	2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above	2.1.a.4 Read words containing common suffixes	2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
	2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	2.1.a.8 Re-read these books to build up their fluency and confidence in word reading		
Comprehension: Discussing Reading	2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	2.2.j.1 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			

<p>Comprehension: Familiarity with texts</p>	<p>2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry</p>	<p>2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>			
<p>Comprehension: Inference and Prediction</p>	<p>2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions</p>	<p>2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done</p>	<p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far</p>		
<p>Comprehension: Range of Reading</p>	<p>2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways</p>	<p>2.2.a.1 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</p>	<p>2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases</p>	<p>2.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	

		which they can read independently			
Comprehension: Understanding	2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related	2.2.e.2 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	2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading		
Comprehension: Word meaning	2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary				
National Curriculum Year 3					
Word Reading: Decoding	3.1.a.1 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	3.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			

Comprehension: Discussing Reading	3.2.j.1 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				
Comprehension: Familiarity with texts	3.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing			
Comprehension: Inference and Prediction	3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters'' feelings, thoughts and motives from their actions, and justifying inferences with evidence	3.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied			
Comprehension: Authorial Intent	3.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that	3.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure,			

	capture the reader's interest and imagination	and presentation contribute to meaning			
Comprehension: Range of Reading	3.2.a.1 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	3.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	3.2.i.1 Retrieve and record information from non-fiction		
Comprehension: Understanding	3.2.e.1 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	3.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text	3.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these		
Comprehension: Word meaning	3.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read				
Comprehension: Poetry and Performance	3.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to	3.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of			

	perform, showing understanding through intonation, tone, volume and action	poetry, (e.g. free verse, narrative poetry)			
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National Curriculum Year 4

Word Reading: Decoding	4.1.a.1 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	4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
Comprehension: Discussing Reading	4.2.j.1 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				
Comprehension: Familiarity with texts	4.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	4.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in <i>and</i> across a wide range of writing			

Comprehension: Inference and Prediction	4.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	4.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied			
Comprehension: Range of Reading	4.2.a.1 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	4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	4.2.i.1 Retrieve and record information from non-fiction	4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read	
Comprehension: Understanding	3.2.e.1 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	4.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text	4.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these		
Comprehension: Poetry and Performance	4.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to	4.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some			

	read aloud and to perform, showing understanding through intonation, tone, volume and action	different forms of poetry, (e.g. free verse, narrative poetry)			
Comprehension: Authorial Intent	4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination	4.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning			

National Curriculum Year 5

Word Reading: Decoding	5.1.a.1 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				
Comprehension: Discussing Reading	5.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for	5.2.j.2 Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'	5.2.j.3 Explain and discuss their understanding of what they have read, including through formal presentations and debates,	5.2.j.4 Provide reasoned justifications for their views This statement will be evidenced from increasingly challenging books	

	<p>their choices This statement will be evidenced from increasingly challenging books</p>	<p>ideas and challenging views courteously This statement will be evidenced from increasingly challenging books</p>	<p>maintaining a focus on the topic and using notes where necessary This statement will be evidenced from increasingly challenging books</p>		
<p>Comprehension: Familiarity with texts</p>	<p>5.2.b.1 Maintain positive attitudes to reading and understanding of what they read by: 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</p>	<p>5.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p>			
<p>Comprehension: Inference and Prediction</p>	<p>5.2.f.1 Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books</p>	<p>5.2.g.1 Understand what they read by: predicting what might happen from details stated and implied</p>			

Comprehension: Poetry and Performance	5.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart	5.2.c.2 Maintain positive attitudes to reading and understanding of what they read by: 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			
Comprehension: Range of Reading	5.2.a.1 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	5.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	5.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books	5.2.i.1 Distinguish between statements of fact and opinion	5.2.i.2 Retrieve, record and present information from non-fiction This statement will be evidenced from increasingly challenging books
Comprehension: Understanding	5.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	5.2.e.2 Understand what they read by: asking questions to improve their understanding	5.2.e.3 Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		
Comprehension: Authorial Intent	5.2.h.1 Discuss and evaluate how authors use language, including	5.2.h.2 Understand what they read by: identifying how			

	figurative language, considering the impact on the reader	language, structure and presentation contribute to meaning			
National Curriculum Year 6					
Word Reading: Decoding	6.1.a.1 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				
Comprehension: Discussing Reading	6.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices This statement will be evidenced from increasingly challenging books	6.2.j.2 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 This statement will be evidenced from increasingly challenging books	6.2.j.3 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 This statement will be evidenced from increasingly challenging books	6.2.j.4 Provide reasoned justifications for their views This statement will be evidenced from increasingly challenging books	
Comprehension: Familiarity with texts	6.2.b.1 Maintain positive attitudes to reading and understanding of what	6.2.b.2 Maintain positive attitudes to reading and			

	<p>they read by: 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</p>	<p>understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p>			
<p>Comprehension: Inference and Prediction</p>	<p>6.2.f.1 Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books</p>	<p>6.2.g.1 Understand what they read by: predicting what might happen from details stated and implied</p>			
<p>Comprehension: Poetry and performance</p>	<p>6.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart</p>	<p>6.2.c.2 Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the</p>			

		meaning is clear to an audience			
Comprehension: Range of Reading	6.2.a.1 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	6.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	6.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books	6.2.i.1 Distinguish between statements of fact and opinion This statement will be evidenced from increasingly challenging books	6.2.i.1 Distinguish between statements of fact and opinion This statement will be evidenced from increasingly challenging books
Comprehension: Understanding	6.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	6.2.e.2 Understand what they read by: asking questions to improve their understanding	6.2.e.3 Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		
Comprehension: Authorial Intent	6.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	6.2.h.2 Understand what they read by: identifying how language, structure and presentation contribute to meaning			

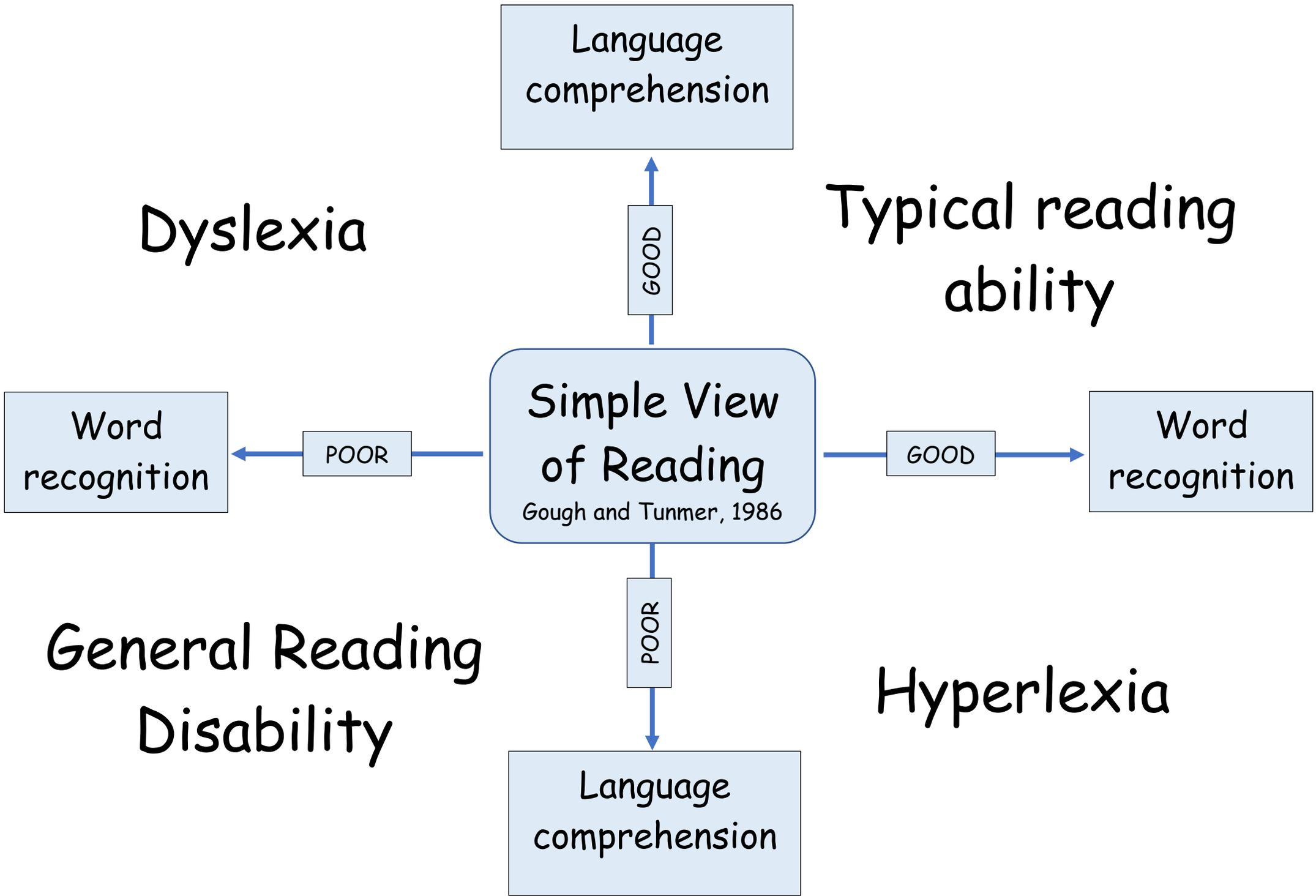
Developmental Phases

Band 1	Understanding	Attitude towards reading	Phonics	Fluency
	Has some favourite stories, rhymes, songs, poems or jingles and joins in with actions.	Handles books carefully.	Matches objects to pictures or symbols.	Demonstrates through role play reading that s/he knows information can be relayed in print.
	Points to words as an adult reads to them.	Holds books the correct way up and turns pages.	Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	
		Shows interest in illustrations and print in books.		
		Demonstrates enjoyment of books by choosing to look at them independently.		
Band 2	Understanding	Attitude towards reading	Phonics	Fluency
	Band 2.g. When looking at books, looks at the picture to see what happens next	Band 2.e. Joins in with and repeats words and phrases from nursery rhymes and action songs	Band 2.b. Orally identifies most initial sounds in spoken words e.g. 'What is the first sound in moon?'	Band 2.a. Recognises familiar words and sings such as their own name and advertising logos
	Band 2.h. Can suggest how a familiar story might end	Band 2.f. Participates appropriately in shared stories read by an adult	Band 2.c. Is beginning to match up to 6 words of the alphabet to a given sound	
			Band 2.d. Can continue a rhyming string e.g. cat, mat...	
Band 3	Understanding	Attitude towards reading	Phonics	Fluency
	Band 3.e. Can identify the main events in a familiar story and uses in imaginative play.	Band 3.c. Follows print in books from left to right / top to bottom	Band 3.b. Can recognise and say the sound for most letters of the alphabet	Band 3.a. Reads up to 10 common / familiar words by sight
	Band. 3.f. Uses story language e.g. once upon a time... when	Band 3.d. With adult prompting is beginning to link events in		

	creating own stories to pictures in a book	stories to their own experiences		
Band 4	Understanding	Attitude towards reading	Phonics	Fluency
	Band 4.g. Can use a visual cue to talk about a character and/or event in a familiar story	Band 4.e. Can remember and say repeated phrases by the end of a simple book with visual cues e.g. ' I can see a...'	Band 4.b. Can recognise and say the sound for all letters of the alphabet	Band 4.a. Reads up to 20 common / familiar words by sight
		Band 4.f. Can identify and point to known words in simple sentences	Band 4.c. Can blend to read short vowel CVC e.g. pin, hot, box	
			Band 4.d Beginning to apply phonics knowledge to independent reading with adult prompts	
Band 5	Understanding	Attitude towards reading	Phonics	Fluency
	Band 5.i. Is beginning to retell the main points of the text in sequence with the aid of visual and/or verbal prompts e.g. story boards, picture sequences	Band 5.g. Can read known words in simple sentences and texts	Band 5.d. Can recognise and say up to 5 standard vowel digraphs and use them to blend to read CVC words e.g. rain, meet, farm	Band 5.a. Can read some frequently encountered CVC words fluently (with overt sounding and blending)
		Band 5.h. Demonstrates an enjoyment of an increasing range of books	Band 5.e. Can recognise sh, ch, th and use to read CVC e.g. ship, chop, thin	Band 5.b. Reads up to 30 common / familiar words by sight
		Band 5.f. Can apply phonics knowledge to independent reading with minimal adult prompts	Band 5.c. Beginning to develop 1:1 correspondence when reading aloud	
Band 6	Understanding	Attitude towards reading	Phonics	Fluency
	Band 6.h. Can give a simple description of a character using the text and illustrations for support	Band 6.f. Beginning to choose books for pleasure on the basis of their title and illustrations	Band 6.c. Can recognise and say up to 10 standard vowel digraphs and use them to blend to read regular words	Band 6.a. Reads most short vowel CVC with overt sounding and blending

		Band 6.g. Links events in stories to their own experiences	Band 6.d. Can blend to read CVC words that include double final consonants i.e. ff, ss, ll, ck e.g. mass, will, tick	Band 6.b. Can read 10 of the Y1 common exception words
	Band 6.i. Can order a sequence of 3 pictures independently from a familiar story they have recently heard		Band 6.e. Can use phonic knowledge to read simple phonetically regular 2-syllable words e.g. mango, sunset	
Band 7	Understanding	Attitude towards reading	Phonics	Fluency
	Band 7.h. Is beginning to make simple predictions of what might happen based on the story so far	Band 7.f. When listening to an adult read, is beginning to comment on what they like / dislike about a story	Band 7.c. Can recognise and say all standard vowel digraphs and use them to blend to read regular words e.g. rain, fort, soil	Band 7.a. Can read some frequently encountered CVC words containing known standard vowel digraphs fluently (with overt sounding and blending)
	Band 7.i. With adult prompts can use basic adjectives to describe what a character might be like from what they say and d e.g. 'The wolf is naughty'	Band 7.g. Can identify a favourite book	Band 7.d. Can read words with split vowel digraphs e.g. a-e, e-e, o-e, i-e, u-e	Band 7.b. Can read 20 of the Y1 common exception words
			Band 7.e. Can read regular compound words e.g playground, football, bedroom	
Band 8	Understanding	Attitude towards reading	Phonics	Fluency
	Band 8.i. When given a picture from a story can demonstrate their understanding of the sequence by selecting the next event from a set of 3 pictures	Band 8.g. When listening to an adult read key stories and traditional tales, can say what they like /dislike about it	Band 8.d. Can respond rapidly with the correct sound for all 44 graphemes (single letters or groups of letters)	Band 8.a. Can read some frequently phonetically regular words fluently (without over sounding and blending)
	Band 8.j. Can use basic adjectives to describe characters by saying what they	Band 8.h. Can join in with the repetitive elements of traditional tales	Band 8.e. Can read regular words ending in -ing, -ed, -er, -	Band 8.b. Can read words with contractions e.g. I'm, I'll, we'll and understands that the

	might be like from what they say and do		est e.g. jumping, jumped, faster, fastest	apostrophe represents missing letters
	Band 8.k Can retell the main points of a story they have heard or read		Band 8.f. Can use all 44 graphemes to blend to read regular words e.g. blue, claw, haul, cure, fair, night	Band 8.c. Can read all of the Y1 common exception words
Band 9	Understanding	Attitude towards reading	Phonics	Fluency
	Band 9.g. Can answer basic questions require literal recall (i.e. who, what, when, where)	Band 9.e. With the aid of prompt cards / picture cues can discuss a range of traditional tales and stories	Band 9.d. Can read regular words ending in -tion e.g. station, fiction	Band 9.a. Can read half of the Y2 common exception words
	Band 9.h. When reading aloud is beginning to self-correct using phonic and contextual cues	Band 9.f. In shared/guided reading will discuss favourite words and phrases		Band 9.b. Reads aloud, reading most frequently encountered words accurately with overt sounding and blending
	Band 9.i. Can make simple predictions on what might happen based on the story so far			Band 9.c. When reading aloud pauses at full stops



Approach to Reading

Comprehension and Interpretation

- New vocabulary
- Conceptual understanding
- Relating to personal experiences
- Range of questions
- Prediction and inference skills
- Summarising and clarifying texts
- Access to age appropriate texts

Fluency of reading

- Guided, modelled and shared reading experiences
- One book at an instructional level
- Word recognition skills

Receptive Language

- Simple instructions
- Visual support
- Listening activities
- Language rich environment with real world experiences

Sight Words

- Teach 'onset and rime'
- Use visual spelling patterns
- Use of flash cards
- Contextual clues
- Grammatical knowledge

Phonics

- Letters represent sounds
- Ability to blend across words
- Rapid recall of phonemes and graphemes

Attitudes to Reading

- Independent choice of books
- Wide range of reading books and resources
- Cross curricular links

Reading Strategies

- Say first sound
- Use pictures
- Look for 'chunks'
- Read to end of sentence
- Sound across
- Point to each word

Developing Phonological Awareness

- Listening to and isolating sounds in the environment
- Syllable and clapping activities
- Rhyme activities
- Phoneme blending (sound buttons)

Teaching Strategies

- Use visual phoneme / grapheme correspondence (e.g. rain, pain, strain)
- Teach letter names for children who are experiencing difficulty with phonics alone

Personalised Approach to Reading (for pupils experience phonic difficulties)

Working Memory

- Visual memory games
- Auditory memory games
- Group or 'chunk' groups of letters / numbers

Developing Orthographic Awareness

- Teach 'onset and rime'
- Use visual spelling patterns
- Use of flash cards

Reading Strategies

- Say first sound
- Use pictures
- Look for 'chunks'
- Read to end of sentence
- Sound across
- Point to each word

Things to avoid

- Avoid grouping words visually without regard to sound (e.g. prove, glove, stove)
- Avoid grouping words with same sound, different spelling (e.g. go, toe, boat)

Medium Term Planning Example:

Reading Targets Autumn 1: Pupil Name

1.2.j.1. Participate in discussion about what is read to them, taking turns and listening to what others say	10/09	11/09							
1.2.b.1. Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy tales and traditional tales	16/09	21/09	28/09						
1.2.g.1. Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far	14/09	21/09							
1.1.a.1 Apply phonic knowledge and skills as the route to decode words	30/09	2/10							
1.1.a.9 Re-read these books to build up their fluency and confidence in word reading	18/09	22/09	6/10						