



Reading PROGRESSION OVERVIEW

We have designed our curriculum so that it is Inspirational, Inclusive and Ambitious.

More information about our Curriculum Intent can be found on [this page on our school website](#).

This document sets out the details of our Reading and Phonics curriculum, explaining how it is taught and why, and what children will learn. It also sets out the 'Milestones', or what we expect all children to be able to achieve in Reading and Phonics in each year group.

At Manby Lodge reading underpins all areas of our curriculum. We want children to want to read and develop a love of reading, so we feel it is important that the books offered are at an appropriate level for their understanding and interest. We encourage reading as part of home life, not just an 'in school activity' and encourage parents and carers to enjoy a range of reading material with their child together and not limit reading to only the books we send home from school.

What is our vision for reading?	It is our vision that our children: • View themselves as readers throughout their school journey • Become confident readers and can access the curriculum independently • Learn the skills of reading from an early age, enabling them to become competent readers • Develop a love for and enjoyment of reading, from their exposure to a wide range of texts
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Reading – Our Favourite Five

In each year group we have a special selection of books called our 'Favourite Five' for each half term / term. These are a group of core, high-quality texts which have been carefully chosen for specific reasons related to knowledge and skills the children will need to learn at that point in the school year. These texts are shared regularly with the children with the aim of supporting the children to internalise examples of text structure, learn patterns and language, develop and support their vocabulary progression, consider deeply what the texts mean and provide children with a variety of stories to support their overall reading and writing progression. Each half term the Favourite Five texts are displayed for the children to self access and refer to.

Reception

Our Favourite Five		

Year 1

Our Favourite Five

Year 2

Our Favourite Five						

Phonics

To support children's early reading development we teach phonics daily, using a synthetic phonics scheme. At Manby Lodge children are taught Phonics lessons when they start Reception. Children will continue to be taught daily phonics lessons throughout Year 1 and sometimes also into Year 2 until they have a secure understanding of phonics and their reading has become fluent. We carry out the statutory Phonics Check to assess children's understanding of phonics when children are in Year 1. If they do not pass they are retested in Year 2.

We use the ELS Scheme. In the table below you will see which phonics sounds are taught and when.

RECEPTION (EYFS)

Reception

Terms	1	2	3	4	5	6																																																																																																																																																
Topic Overview	Only One You!	Let’s Celebrate!	People who Help Us	Superheroes	All Creatures Great and Small	Tell me a Story																																																																																																																																																
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What are the EYFS Framework aims for Reading and Phonics?

Development Matters

Literacy

Birth to 3:

- 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, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Make comments and share their own ideas.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Develop play around favourite stories using props.

Age 3-4:

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.

Children in Reception:



	• 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.		
What skills / knowledge will the children be taught?	In Reading we personalise our teaching for children based on where they are on their learning journey. Some children may be further along in this journey than others, but this is a rough guide of what we teach children in this year group for each term.		
	Autumn Term Phonics and Decoding: Hear and say the initial sounds in words. Recall and recognise Phase 2 phonemes. Recall and recognise most Phase 3 phonemes Blend CVC, CVCC and CCVC words Read simple captions using the sounds they have learned Recognise their own name Recognise some key signs, logos and words Reading Fluency and Comprehension: Listen to stories and rhymes Discuss stories that have been read to them Retell familiar stories Identify rhyming words Book Knowledge and Skills: Understand how to handle a book exploring their key features Share what they like / dislike about a text.	Spring Term Phonics and Decoding: Recognise most Phase 3 phonemes Recognise some Phase 4 phonemes Read most Phase 2 HRSWs Read some Phase 3 & 4 HRSWs Read some short sentences Reading Fluency and Comprehension: Retell some of a story they have read or that has been read to them. Answer simple retrieval questions about a story Book Knowledge and Skills: Join in and retell a simple story using repeated words and phrases. Explore non-fiction texts	Summer Term Phonics and Decoding: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge using sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Reading Fluency and Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Book Knowledge and Skills: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
What are the EYFS milestone	Literacy ELG Word Reading:		



for reading and phonics?	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonics knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension: Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate, where appropriate, key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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Year 1

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What skills / knowledge will the children be taught?	In Reading we personalise our teaching for children based on where they are on their learning journey. Some children may be further along in this journey than others, but this is a rough guide of what we teach children in this year group for each term.																																																																																																																	
	Autumn Term Phonics and Decoding: Apply phonic knowledge and skills as a route to decode words Read accurately by blending sounds in non-familiar words containing sounds that have been taught Consistently sound out graphemes for all 40 phonemes Use phonics knowledge to read digraphs and split digraphs	Spring Term Phonics and Decoding: Apply phonic knowledge and skills as a route to decode words. Read accurately by blending sounds in non-familiar words containing sounds that have been taught. Consistently sound out graphemes for all 40 phonemes Use phonics knowledge to read digraphs and	Summer Term Phonics and Decoding: Read words quickly and accurately when they have been frequently encountered without overt sounding and blending. Read words with contractions and understand that the apostrophe represents the omitted letters. Reading Fluency and Comprehension:																																																																																																															



	Read some Year 1 common exception words Reading Fluency and Comprehension: Use prediction skills to suggest what might happen next Sequence events in a text Participate in discussions about a story that is read to them, taking turns and listening to what others say. Answer simple literal retrieval questions about what has been read. Book Knowledge and Skills: Recognise the difference between fiction and non-fiction. Identify some key features of stories Join in with repeated language and phrases in texts.	split digraphs. Read most Year 1 common exception words Reading Fluency and Comprehension: Participate in discussions about a story, taking turns and listening to what others say Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done. Book Knowledge and Skills: Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart. Identify and use a greater range of book features.	Link what they have read or had read to them, to their own experiences. Predict what might happen on the basis of what has been read so far supported by evidence. Discuss the main events in familiar stories Share reading preferences e.g. favourite authors and genres. Book Knowledge and Skills: Identify and use a greater range of book features. Use age appropriate non-fiction texts to extract information
What are the KS1 National Curriculum aims?	Word Reading 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 Comprehension Pupils should be taught to: • 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
Milestones for the end of Year 1	Phonics and Decoding: • Complete the ELS phonics • Apply their phonics knowledge to decode words accurately and fluently using their knowledge of grapheme-phoneme correspondences (GPCs) • Accurately respond to sounds with the correct sound to a grapheme for the phonemes taught • Read unfamiliar words by blending sounds together • Read most common exception words taught for Year 1 • Decode multi-syllabic words containing GPCs Reading Fluency and Comprehension: • Read phonically decodable books at a developmentally appropriate level with accuracy • Re-read books to develop fluency and confidence • Begin to show an understanding of how punctuation affects reading and use it correctly when reading aloud • Read words containing common suffixes such as -s, -es, -ing, and -ed. • Read words containing contractions and understand that the apostrophe represents a missing letter Book Knowledge and Skills: • Respond to key texts, recalling and explaining what has been read • Read with expression, especially when reading longer sentences / paragraphs with descriptive language • Become familiar with key stories and recognise patterns and rhyme in poetry • Make simple inferences on the basis of what is being said or done



When children have completed the ELS phonics programme, they move on to the ELS spelling programme, as appropriate, as detailed below for each half term.

What area of phonics / spelling is taught?

Year 2/Primary 3: Autumn 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	Vowels and consonants	Spellings of <i>light</i>	<i>ht</i> spelled <i>-t</i>	<i>ht</i> spelled <i>-n</i>	<i>ht</i> spelled <i>-s</i>	<i>ht</i> spelled <i>-m</i>
Day 2	Spellings of <i>hat</i>	Spellings of <i>age</i>	<i>ht</i> spelled <i>-ge</i>	<i>ht</i> spelled <i>-n</i>	<i>ht</i> spelled <i>-s</i>	Common Words because, most
Day 3	Spellings of <i>hat</i>	Spellings of <i>light</i>	<i>ht</i> spelled <i>-dge</i>	<i>ht</i> spelled <i>-n</i>	<i>ht</i> spelled <i>-s</i>	<i>ht</i> spelled <i>-m</i>

Year 2/Primary 3: Autumn 2						
	Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 CWN
Day 1	rh spelled -at	rh spelled -am	rh spelled -an	rh spelled -an	rh spelled -an	rh spelled -an
Day 2	rh spelled -at	rh spelled -am	rh spelled -an	rh spelled -an	rh spelled -an	rh spelled -an
Day 3	Homophones	Homophones	rh spelled -an	rh spelled -an	rh spelled -an	rh spelled -an

Year 2/Primary 3, Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Eng 1	at specified -er	Choosing consonants when adding a suffix -er	Choosing consonants when adding a suffix -er	Choosing consonants when adding a suffix -er	phonemes	at specified -er
Eng 2	at specified -er	Choosing consonants of CVC words when adding a suffix -er	Choosing consonants of CVC words when adding a suffix -er	Choosing consonants of CVC words when adding a suffix -er	phonemes	at specified -er
Eng 3	at specified -er	Choosing consonants of CVC words when adding a suffix -er	Choosing consonants of CVC words when adding a suffix -er	Choosing consonants of CVC words when adding a suffix -er	phonemes	at specified -er

Year 2/Primary 3, Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Eng 1	Apophyses for contraction	Drop -e and add suffix -ing	Drop -e and add suffix -ed	Drop -e and add suffix -er	Drop -e and add suffix -est	Iron endings
Eng 2	Apophyses for contraction	Drop -e and add suffix -ing	Drop -e and add suffix -ed	Drop -e and add suffix -er	Drop -e and add suffix -est	Common Words: people, muddy water
Eng 3	Apophyses for pronunciation	Drop -e and add suffix -ing	Drop -e and add suffix -ed	Drop -e and add suffix -er	-s spelled r/r and Common words	Common Words: would, could, could spelled

Year 2(PY)Primary 3: Summer 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	How suffixes affect the verb	Suffix -al with no change to the root word	Suffix -ful with no change to the root word	Suffix -ous with no change to the root word	Adding -ly after another suffix (ful)	Suffix -ness after adding -ful-less
Day 2	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (less)	Suffix -ness with no change to the root word
Day 3	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (ful)	Suffix -ness with no change to the root word

Year 2/Primary 3: Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5 CPS	Week 6
Day 1	Drop the -ing spelling or -ed spelling	Plurals where dropping -s or -es add an -i add -es	Comparatives and superlatives	Doubling consonants when adding a suffix -y	Common Words: sugar, oxygen, again	Review any conventions to correctly use to ensure children have additional practice where required.
Day 2	Drop the -ing add an -i add -ed where -ing is spelling light	Drop the -ing add an -i add -es When -ing is spelling heavy	Drop the -i add an -i add -er	where not used for a disabled consonant heavy/light -ig drop the -i add an -i add -ed	Common Words: many, many, many, beautiful, hour	

What skills / knowledge will the children be taught?

In Reading we personalise our teaching for children based on where they are on their learning journey. Some children may be further along in this journey than others, but this is a rough guide of what we teach children in this year group for each term.

Autumn Term

Phonics and Decoding:

Begin to accurately read words of two or more syllables.

Continue to apply phonic knowledge and skills as the route to decode words.

Read a range of words by sight

Read many common exception words

Read aloud many words quickly without overt sounding and blending

Sound out unfamiliar words accurately

Reading Fluency and Comprehension:

Start to infer what characters might be like from what they say and do.

Spring Term

Phonics and Decoding:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Accurately read most words with two or more syllables.

Read most common exception words

Read most words without over sounding and blending sufficiently fluently.

Sound out most unfamiliar words accurately

Begin to use a range of decoding strategies

Reading Fluency and Comprehension:

Participate in discussions about what is read to

Summer Term

Phonics and Decoding:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Use a range of decoding strategies in age appropriate texts

Read aloud, sounding out unfamiliar words accurately, automatically and without undue hesitation.

To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most words containing suffixes and show an understanding of the impact on the root word



	Read for a range of purposes Answer questions about what they have read or what has been read to them. Identify how vocabulary choices affect meaning Make simple predictions about what may happen and suggest why. Book Knowledge and Skills: Identify and explain the key features of non-fiction texts. Recognise key themes within a text	them, taking turns and listening to what others say. Make plausible predictions about what might happen on the basis of what has been read so far. Book Knowledge and Skills: To begin to read books that are structured in different ways. Discuss favourite words and phrases in a text.	Read all Year 1 & Year 2 high frequency words Reading Fluency and Comprehension: Use intonation & expression to show an awareness of a range of punctuation when reading aloud Predict what might happen from details stated and implied. Infer what characters might be like from what they say and do. Continue to build up a repertoire of poems learnt by heart and recite some of these, with appropriate intonation to make the meaning clear. Begin to read texts that are more complex and beyond chronological age Self-correct when reading doesn't make sense Read most words without over sounding & blending sufficiently fluently e.g. 90 words per minute Begin to summarise and explain the main points of a text. Locate specific information in a text and use it to justify answers to questions. Book Knowledge and Skills: Share ideas, thoughts and opinions on texts e.g. favourite words & phrases Discuss and clarify meaning of vocabulary from the text making connections to known vocabulary Understand an author's reason for writing a text Join in discussions and share their understanding about a range of texts
What are the KS1 National	Word Reading Pupils should be taught to:		



Curriculum aims?	• 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. Comprehension Pupils should be taught to: 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
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	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Milestones for the end of Year 2	Phonics and Decoding: • Read all common graphemes and use and apply phonics knowledge to decode unfamiliar words accurately. • Read the common exception words for Year 1 and Year 2 confidently. • Recognise and read common suffixes such as -ed and -ing. Reading Fluency and Comprehension: • Read for meaning and understanding and discuss what they have read. • Retell what they have read in their own words and sequence the key events. • Answer literal retrieval questions about what they have read • Read more fluently and with greater confidence. • Read with greater expression taking into account a range of punctuation such as commas and exclamation marks. Book Knowledge and Skills: • Identify the type of text they have been reading and share some key features. • Make links between books they are reading and books they have read. • Summarise the main points of both fiction and non-fiction texts. • Express opinions and preferences about books they read, listening to what others have to say.