



Phonics in Action at Woodlands Academy

Created by S Price

Intent

At Woodlands Academy of Learning, reading is at the heart of our curriculum. We value the impact reading has on all other areas of learning and therefore strive to give children the very best start in life by instilling a life-long love of books. We aim to provide every possible opportunity for children to develop their passion for reading and endeavour to ensure every child leaves with the necessary life skills to succeed as they continue on their educational journey.

At Woodlands Academy children start their reading journey with high quality phonics teaching. We use Read Write Inc. a synthetic phonics programme that is adapted to suit the needs of our children. The programme uses a proven, synthetic approach, which helps children make good progress in a fun way.

The vocabulary word gap is one of the main barriers to reading success and in the EYFS; we aim to close the gap to ensure every child has the best possible chance of becoming a confident and fluent reader. The EYFS team have been involved in both the Language First and URLEY projects with significant results.

Implementation

All staff from Nursery to Year 2 have been trained in delivering the Read, Write Inc. programme. At Woodlands, we have created a personalised phonics programme to suit the needs of our children. All staff follow the Woodlands Formula to teaching phonics, which ensures a sequential, consistent approach and shared understanding in using letter sounds to read and write.

The Woodlands Formula for teaching Phonics	
Introduce the sound of the day (new or revised) and review the sounds taught so far (Approximately 3 minutes)	<p>Aim to teach 2 new sounds per week and revise previously taught sounds 3 times per week.</p> <p>Set 1</p> <ol style="list-style-type: none">1. Say the sound – stretchy or bouncy. Children repeat MTYT.2. Hold up the picture sound cards in turn. Stretch or bounce the initial sound as you say the name of each picture, e.g. mmmmmouse or a-a-apple. Children to repeat.3. Copy a simple version of the picture side of the Speed Sound card onto the board. Run your finger around the picture demonstrating the correct orientation for that letter and say the sound; as you reach the end say the name of the picture. For example, run your finger down Maisie and then over the two mountains, saying mmmm. Say mountain as you reach the end of the second mountain.

	<ol style="list-style-type: none"> 4. Write m on the board beside the picture (ensure it is the same size). Run your finger over the letter saying the sound. For example, say mmmmm and then just as you reach the end m. 5. Children to repeat steps 3 and 4 a few times. 6. Explain that the picture side of the card is the same as the drawing and the letter is hidden behind the picture. Show the letter side and say the sound. 7. Ask the children to say the sound or name as you flip the card a few times. 8. Hide the sound of the day in the pack of sounds taught so far. Ask the children to read the sounds (no stretching or bouncing) and spot the sound of the day by clapping or hands on their head as they say the sound. Increase the speed as children gain confidence. <p>Set 2 and 3</p> <ol style="list-style-type: none"> 1. Say the sound, without showing the Speed Sound card. Children to repeat using MTYT. 2. Show the picture side of the Speed Sound card. Explain the picture/ tell a brief story to introduce the picture. E.g. The child has made her mum a steaming hot... cup of tea! Say ea- cup of tea and child to repeat MTYT. When we see this side of the card we say the phrase “cup of tea!” 3. Say the words listed on the Speed Sound card in Fred talk. Ask the children to repeat in Fred talk and then say the whole word. 4. Show the letter side and explain that when we see this side we say the sound: “ea”. 5. Explain that when there are two or more letters together they make just one sound; these are called ‘special friends’. “Two/ three letters, one sound, special friends” – use hand signal at the same time. 6. Point to the sound on the complex grapheme chart displayed in your learning room. 7. Hide the card behind a book/ behind your back and flip it a few times. Ask the children to say the sound or the phrase. 8. Hide the sound of the day in the pack of sounds taught so far. Ask the children to read the sounds and spot the sound of the day by clapping or hands on their head as they say the sound. Increase the speed as children gain confidence. <p>See RWI handbook for individual speed sound lesson plans.</p>
<p>Read the 6 sets of words (Approximately 5 minutes)</p>	<p>See handbook for word time lesson plans.</p> <p>Set 1: Words containing the sound of the day</p> <p>Children to read green words containing the sound of the day. If it is a new sound* children should read from the green side of the card with dots and dashes. If it is a revised sound** children should read from the white side of the card without dots and dashes.</p>

	<p>* New sounds – ask children to identify the sound/ special friends. Say the sounds in Fred talk before saying the word. Teacher to say the word with exaggerated pronunciation. Ask the children to repeat the word.</p> <p>** Revised sounds – ask children to identify the sound/ special friends. Say the sounds using ‘Fred in your head’ before saying the word. Repeat the word MTTYT.</p> <p>Set 2: Review words Children to read approximately 6 words from previous set 2 or 3 lessons. Children should use ‘Fred in your head’ to build fluency and speed. Teacher holds the card close to their chest (white side, no dots and dashes) and they stretch out their arms children say the word.</p> <p>Set 3: Speedy/ slam down words Children read approximately 6 green words that they can read by sight and at speed. (KS1 – use this opportunity to revise word time words taught in EYFS and high frequency words)</p> <p>Set 4: Nonsense words AfL opportunity – note any sounds that require further practise. Children read approximately 6 nonsense words containing a range of previous taught sounds. Children to say “what a load of nonsense” (only once before reading this set of words) when they see an alien on the cards. Ask children to “Spot it, Fred it, read it” – for each word children should identify the special friends or shake their head if there are none, Fred the word out loud and read the word.</p> <p>Set 5: Multisyllabic words Children are taught to ‘chunk’ the word into syllables using their hands for support. Begin by folding the word card into syllables and children read each ‘chunk’ individually. Open up the word card to show the complete word, children say each chunk and then read the word.</p> <p>Once children have gained confidence encourage them to identify the ‘chunks’ independently (do not fold up the card).</p> <p>Set 6: Red Words/ common exception words Children to read approximately 6 red words. “Red we can’t Fred” – ensure children understand that we cannot use Fred talk to read these words and they must learn to read them by sight.</p> <p>Use red word cards or Phonics Tracker.</p>
<p>Write the sound of the day (Approximately 3 minutes)</p>	<p>Teacher to model writing the sound of the day using the correct letter formation. Use this opportunity to reinforce letter size, position on the line, size of finger spaces, starting by the margin etc.</p> <p>Children to write the sound in their RWI books. Teacher to circulate the room and pick up any misconceptions (red pen!).</p>

Spelling (Approximately 5 minutes)	<ol style="list-style-type: none"> 1. Say the word MTYT. 2. Children hide their fingers as they count the sounds on them. Teacher to say “show me” and children hold up their fingers (non-writing hand), palms facing forward. 3. Teacher repeats the word and children pinch their fingers as they say the sounds. 4. Children write the word in their RWI books. 5. Ask the children to say the letter names as the teacher models writing it on the board. 6. Children to self-mark their work and correct any errors. 7. Repeat with 3 more words. 8. Spell 1 red word - focus on the part that is an exception to what they have been taught so far. For example, in the word ‘said’, ‘s’ and ‘d’ correspond to the phonemes /s/ and /d/ as usual, but ‘ai’ corresponds to the phoneme /e/, which is unusual.
Reading (Approximately 10-15 minutes)	<p>Follow the weekly plan for each storybook provided in the ‘Get Writing’ Handbook or on Oxford Owl Online. Packs containing the story introduction and word cards are kept with the sets of books on the shelf on the KS1 corridor. If a pack has not yet been created, it is your responsibility to do so.</p> <p>All resources are available on Oxford Owl online.</p>
Writing application	<p>See RWI Handbook</p> <p>Day 1 and 2: Hold a sentence</p> <p>Day 3: Proofread (Copy from Get Writing books)</p>

Nursery

In Nursery children begin with stage 1 ‘Letters and Sounds’; they work in small groups on a daily basis. Once they are secure at stage 1 children move onto RWI and are taught in differentiated groups to ensure they are well prepared with the necessary skills for Reception.

Reception and Key Stage 1

At Woodlands Academy, we ensure that we have a systematic approach to teaching reading that includes three strands:

- **Decoding** – In EYFS and Year 1 we emphasise the alphabetic code. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly; this is especially useful for pupils at risk of making slower progress. Children are then encouraged to sound out words using their ‘Fred talk’ and blend the sounds together to read.
- **Memory** – Children have frequent practise in reading high frequency words, particularly those with irregular spellings (‘Red words’). Children also take a word tin (YR and Y1) home to practise with their parents. In EYFS and Key Stage 1, teachers re-read high interest level books (stories, non-fiction and poetry) during story time to

immerse children in high quality vocabulary and language. Children are quickly able to read, retell and use these independently in both role-play and when writing. Everyday words such as, please, thank you, good afternoon etc. are also displayed and referred to in order to immerse children in text.

- **Comprehension** – In EYFS, children build their vocabulary throughout the day using our character Mr Bump. Children explore the meaning of new words that are carefully selected to ensure they are neither too easy nor too hard and will be of benefit as they progress through the school. The list of words taught may vary each year depending on the particular cohort; a Mr Bump dictionary is therefore created and passed to Year 1 so that these words can be revisited and built upon. Sentence structure and grammar is taught daily in both Reception and Key Stage 1 through a lead text during daily English lessons. Children develop the use of expression and intonation by echoing the teachers reading at every opportunity. Children are taught how to retrieve, analyse, infer and decipher the text using the content domain dogs: Rex Retriever, Predicting Pip, Inference Iggy, Sequencing Suki and Vocabulary Victor.

Both Reception and Key Stage 1 have daily phonics lessons in small, homogenous groups. Once children are able to read Grey books fluently at 90+ words per minute and have completed the programme they then begin to work on spelling rules and application in writing. Extra support is provided to those children in Year 2 who have not passed the Phonics Screening in Year 1 and interventions are planned for those children who are working below expected levels.

The following methods are also used to develop reading in EYFS and KS1:

- All children have the opportunity to take a book from the library weekly in KS1
- In EYFS, we work alongside parents and facilitate the '1000 books to share' initiative focused on closing the vocabulary gap and love of reading
- All classrooms have a reading area which is well stocked with different reading materials allowing children to have opportunities to read for pleasure and curiosity
- In EYFS, labs are also enhanced with books linked the current topic for children to explore independently
- Carefully chosen books are read to the children daily by their class teacher
- Reading books that are carefully matched to the child's phonic ability are sent home and parents are expected to read with their child and make comments in the reading record books
- In KS1, subject specific books are available for all children to read during specific lessons to give children that deeper understanding of the subject
- In Year 1, a reading IMPACT workshop is delivered to parents followed by a six-week block of home learning focused on embedding children's phonic knowledge and decoding of multisyllabic words in addition to improving fluency.

Impact

At Woodlands Academy, we aim to instil a passion for reading that goes way beyond the end of primary school. We aim to inspire children to read for pleasure and to escape into a world of awe, wonder and imagination in addition to reading to gain knowledge and develop their understanding. This starts with building firm foundations in the Early Years and providing children with the necessary skills to continue to progress.

Formative Assessment

Teachers pay attention to children’s misconceptions and adjust their teaching minute by minute throughout each lesson; for example, by reviewing a grapheme-phoneme correspondence, repeating a step to support blending or directing a child who has lost focus.

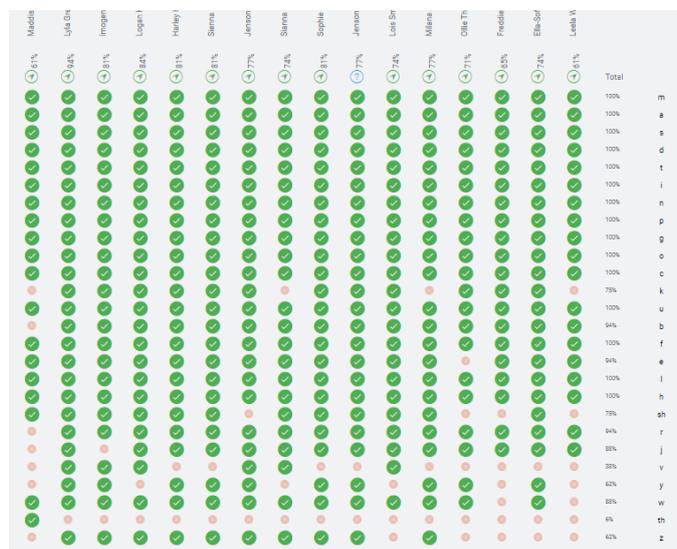
A ‘wobbly wallet’ is clearly displayed in each learning room; at the end of each RWI lesson, group leads note down misconceptions for individual children. The TA in each year group will then address the misconceptions that same day, ensuring the gap is closed before the following lesson.

At the end of each day class teachers in both Reception and KS1, revisit the daily learning as a class for approximately 15 minutes. Teachers recap the sounds taught in each group, practise blending and address any misconceptions identified by group leads.

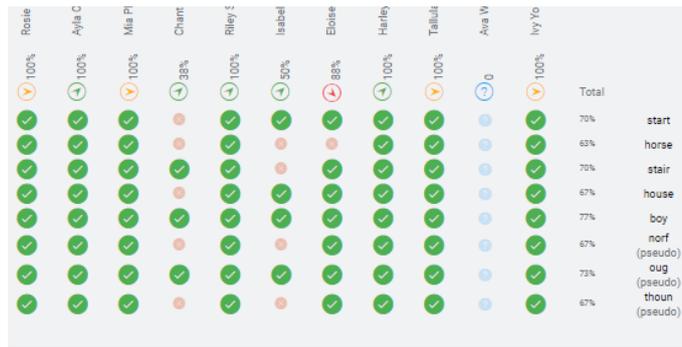
Summative Assessment

All children in Reception and Key Stage 1 are assessed each half term using Phonics Tracker. This system allows gaps in understanding to be easily identified, which are then used to inform future planning and plan necessary interventions. Children are assessed on their sound knowledge, ability to read real and pseudo words, high frequency words and in Key Stage 1 the Phonics Screening Check.

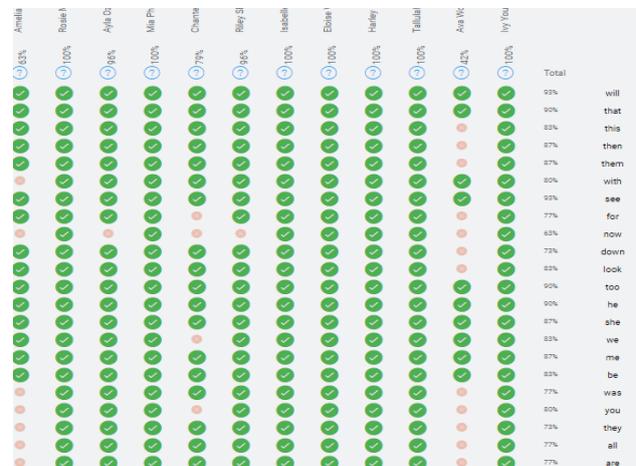
Example assessment summary of set 1 sounds



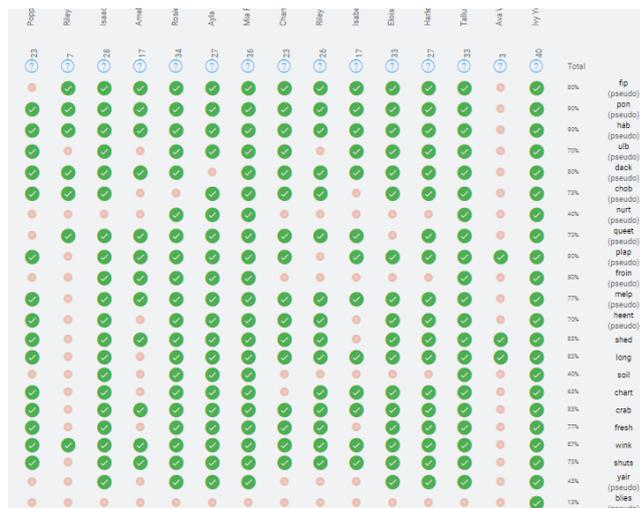
Example assessment summary of real and pseudo words



Example assessment summary of high frequency words



Example assessment summary for the phonics screening check



Phonics Tracker allows us to track the progress of each individual child in a clear and concise way with identified next steps.

Phoneme Results by Phase

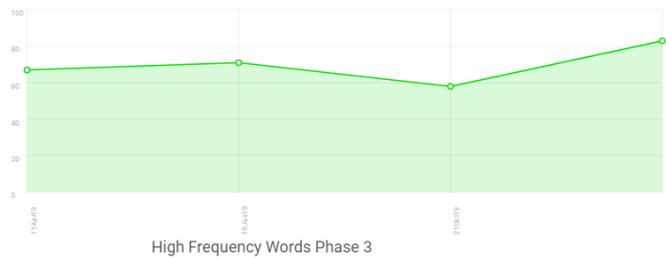
RWI Phonemes Set 3



RWI Phonemes Set 3 Gaps

- ea
- a_e
- i_e
- u_e
- aw
- are
- ew
- ire
- ear
- ure

Children working **just below** age related expectations are identified and complete personalised 1:1 precision teaching for 5 minutes daily, until the gap is closed.



High Frequency Words Phase 3 Gaps

- now
- you
- they
- all

Precision teaching format

Children are timed for one minute and are asked to read the sounds or words. Sounds/ words read correctly are marked with a tick and incorrect sounds are repeated MTYT with the adult. This is repeatedly daily until all sounds/ words are read correctly.

Set 3 sounds

ai	ea	oi	ow	oa
ea	oi	ow	oa	ai
oi	ow	oa	ai	ea
ow	oa	ai	ea	oi

oa	ai	ea	oi	ow
ow	ea	oi	oa	ai

Adults model reading incorrect words using their Fred talk.

drain	boiling	throat	steam	drown
coin	bean	gown	brain	boat
drown	drain	steam	boiling	throat
bean	gown	brain	coin	boat
boiling	steam	throat	drain	drown
brain	boat	gown	bean	coin

Pseudo words

kurn	drowd	flurn	glort	houf
birg	drarm	shipe	drowd	glort
houf	kurn	drowd	flurn	shipe
drarm	birg	houf	drarm	flurn
glort	kurn	shipe	drowd	birg
drarm	houf	kurn	flurn	drowd



Multisyllabic words

cookbook	living	fabric	insect	farmyard
dishcloth	dragon	flower	sandpit	bedroom
fabric	insect	dragon	flower	dishcloth
bedroom	cookbook	farmyard	living	sandpit
cookbook	dishcloth	bedroom	fabric	living
dragon	flower	farmyard	insect	sandpit

Children identified as working **significantly below** age related expectations, will receive an additional phonics lesson in a small group daily for approximately 15 minutes.

Class teachers use the raw scores from Phonics Tracker to assess children against the age related expectations for that half term and complete an overall tracker. This is cumulative; to be working at ARE by the end of a half term children should be secure with the objectives and all of those prior to it.

Age Related Expectations

Nursery

* Black font = Letters and Sounds, Blue font = RWI

Term	Children should..
Autumn 1 (end)	<ul style="list-style-type: none"> recall sounds they have heard in the environment discriminate between the different sounds they hear describe the sounds they hear

	<ul style="list-style-type: none"> • identify animals and discriminate between the sounds they make • add new words to their vocabulary • identify and name instruments when played • discriminate and reproduce loud and quiet sounds • copy sounds and actions • copy a body percussion sound or pattern of sounds
Autumn 2 (end)	<ul style="list-style-type: none"> • identify different sounds and place them in a context • identify similar sounds • make up a sentence to talk about sounds • remember and repeat a rhythm using an instrument • copy a rhythm • start and stop playing an instrument at a signal • choose appropriate words to describe sounds they hear (e.g. loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly) • match sounds to their sources • use sounds imaginatively to represent a story character • express an opinion about what they have heard • join in with words and actions to familiar songs • listens to and joins in with stories and poems, one-to-one and also in small groups
Spring 1 (end)	<ul style="list-style-type: none"> • produce contrasts in rhythm, speed and loudness • articulate words clearly • keep in time with the beat • make up patterns of sounds • identify hidden sounds • join in with repeated refrains and anticipates key events and phrases in rhymes and stories • suggest ideas and create new sounds for a story

	<ul style="list-style-type: none"> • use language to make different endings to a story • use a wide vocabulary to talk about the sounds they hear • group sounds according to different criteria (e.g. loud, quiet, slow, fast) • sing or chant the rhyming string along with the adult
Spring 2 (end)	<ul style="list-style-type: none"> • join in with complex rhythms • understand the pattern of syllables in the words presented to them • recognise that the words rhyme • recognise rhyming words • listen and attend to the rhyming strings • distinguish between the differences in vocal sounds • discriminate between the sounds and match to the objects correctly • recognise their own and each other's voices, including a recorded voice • recall a familiar story • describes main story settings, events and principal characters • be aware of the way stories are structured • name the mnemonic pictures for all set 1 sounds without hesitation
Summer 1 (end)	<ul style="list-style-type: none"> • generate their own rhymes • complete sentences using appropriate rhyming words • make a series of words that rhyme. • identify initial sounds of words (orally) • reproduce the initial sounds clearly and recognisably • make up their own alliterative phrases • can recall a list of objects beginning with the same sound • can offer their own sets of objects and ideas to end the story • can articulate speech sounds clearly • select an extended range of words that start with the same sound

	<ul style="list-style-type: none"> • sustain their listening throughout a story • listen for a target word or character and respond with an appropriate associated speech sound • remember the sound sequence and produce it when required • use appropriate vocabulary to talk about different voice and speech sounds • blend words that begin with the same initial phoneme • read all set 1 sounds (individual sounds only) • be able to orally sound blend. Teacher says s-a-t, child says sat
Summer 2 (end) Nursery Exit	<ul style="list-style-type: none"> • say the word and identify the object • identify the number of phonemes that make up a given word • read their full name • recognise and read (by sight) everyday words, for example, please, thank you, hello, goodbye (display in learning room) • read all set 1 sounds at speed (individual sounds only) • use Fred talk to read CVC words • understand that to read- we read left to right

Reception

Term	Children should..
Nursery Exit (Reception entry)	<ul style="list-style-type: none"> • say the word and identify the object • identify the number of phonemes that make up a given word • read their full name • recognise and read (by sight) everyday words, for example, please, thank you, hello, goodbye (display in learning room) • read all set 1 sounds at speed (individual sounds only) • use Fred talk to read CVC words

	<ul style="list-style-type: none"> • understand that to read- we read left to right
Autumn 1 (end)	<ul style="list-style-type: none"> • develop phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • blend set one sounds together to read CVC real and nonsense words • segment CVC words using Fred fingers into their separate sounds to spell (using magnetic letters) • read the high frequency words – a, an, as, at, if, in, is, it, off, on, can, dad, had, back, and, get, big, him, his, not; by sight
Autumn 2 (end)	<ul style="list-style-type: none"> • read all set 1 sounds (including digraphs), at speed • blend set one sounds together to read CCVC and CVCC real and nonsense words • segment CCVC and CVCC words using Fred fingers into their separate sounds to spell (in books) • begin to read simple captions • read the red words – I, the, me, of, to, no, go, into; by sight • read the high frequency words – got, up, mum, but, put, will, that, this, then, them, with, see, for, now, down, look; by sight
Spring 1 (end)	<ul style="list-style-type: none"> • begin reading red books • blend set 1 sounds to read CCCVC real and nonsense words • read the red words - he, she, we, me, be, was, my, you, her, they, all, are, her, said; by sight. • begin to use expression and intonation to add meaning by echoing the teachers model • spell the red words – I, the, me, of, to, no, go, into
Spring 2 (end)	<ul style="list-style-type: none"> • be secure reading red books

	<ul style="list-style-type: none"> • be able to use ‘whisper Fred talk’ and then blend to read new or unfamiliar words • begin to use expression and intonation independently when reading a familiar text • read the red words –so, call, want, old, some, he ; by sight. • spell the red words - he, she, we, me, be, was, my, you, her, they, all, are, her, said
Summer 1 (end)	<ul style="list-style-type: none"> • begin reading green/ purple books • recognise the first six set 2 sounds at speed– ay, ee, igh, ow, oo (poo), oo (look) • begin to read words containing the first six set 2 sounds (real and nonsense) • begin to use ‘Fred in their head’ and then blend to read new or unfamiliar words • begin to read captions, sentences and questions • use expression and intonation independently when reading a familiar text • read the red words –what, one, there; by sight. • Spell the red words - so, call, want, old, some, he • begin to read multi-syllabic words by ‘chunking.
Summer 2 (end)	<ul style="list-style-type: none"> • be secure reading green/ purple RWI books • recognise all set 2 sounds at speed, in any order • read words containing set 2 sounds confidently (real and nonsense) • be able to read all reception high frequency words fluently (no pause before reading) • read multi-syllabic words by chunking • spell the red words –what, one, there

	<ul style="list-style-type: none"> • read a familiar text at 30-40 words per minute
--	--

Year 1

Term	Children should..
YR exit	<ul style="list-style-type: none"> • be secure reading green/ purple RWI books • recognise all set 2 sounds at speed, in any order • read words containing set 2 sounds confidently (real and nonsense) • be able to read all reception high frequency words fluently (no pause before reading) • read multi-syllabic words by chunking • spell the red words –what, one, there • read a familiar text at 30-40 words per minute
Autumn1 (end)	<ul style="list-style-type: none"> • be ready to start reading pink RWI books • be secure reading phase 4 high frequency and common exception words (90% +) • read multi-syllabic words confidently by ‘chunking’ • spell all phase 3 high frequency and common exception words correctly
Autumn 2 (end)	<ul style="list-style-type: none"> • be secure reading pink, ready to start orange RWI books • recognise the first 6 set 3 sounds at speed, in any order • read real and nonsense words containing the first 6 set 3 sounds with confidence • begin reading phase 5 high frequency and common exception words (50% +) • spell all phase 4 high frequency and common exception words correctly • be scoring approximately 20 on past phonics screening check papers

	<ul style="list-style-type: none"> • read a familiar text at 50+ words per minute
Spring 1 (end)	<ul style="list-style-type: none"> • be secure reading pink/orange books • recognise all set 3 sounds at speed, in any order • read real and non-sense words containing set 3 sounds with confidence • be secure reading phase 5 high frequency and common exception words (90% +) • be scoring approximately 25+ on past phonics screening check papers
Spring 2 (end)	<ul style="list-style-type: none"> • be secure reading orange, ready to start yellow books • begin to recognise the sounds kn, ue, oe, ey, e-e, ph, ie, wh, ll, ff, ss, zz, c (nice), (magic) in any order • begin to read real and nonsense words containing the sounds kn, ue, oe, ey, e-e, ph, ie, wh, ll, ff, ss, zz, c (nice), (magic) • begin reading next 200 Y1 high frequency and common exception words (50% +) • be scoring approximately 32+ on past phonics screening check papers • read a familiar text at 60+ words per minute • spell all phase 5 high frequency and common exception words correctly
Summer 1 (end)	<ul style="list-style-type: none"> • be secure reading yellow books, ready to start blue • recognise the sounds kn, ue, oe, ey, e-e, ph, ie, ue, wh, ll, ff, ss, zz, c (nice), g (magic) at speed, in any order • read real and nonsense words containing the sounds kn, ue, oe, ey, e-e, ph, ie, wh, ll, ff, ss, zz, c (nice), (magic) with confidence • begin reading next 200 Y1 high frequency and common exception words (80% +)

	<ul style="list-style-type: none"> • to have passed the phonics screening check with a score of 32 or above • begin reading words with the –s, -es, –ing, ed, er, est endings • begin reading words containing contractions, for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • spell 50% of the next 200 Y1 high frequency and common exception words correctly • read a familiar text at 70+ words per minute
Summer 2 (end)	<ul style="list-style-type: none"> • be secure reading blue books, ready to start grey in Y2 • to be secure on all sounds taught (see above) • read 70+ words per minute of an unfamiliar text • be secure reading all Y1 high frequency and common exception words • be secure reading words with the –s, -es, –ing, ed, er, est endings • be secure reading words containing contractions, for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • spell all of the next 200 Y1 high frequency and common exception words correctly

Year 2

Term	Children should..
Y1 exit	<ul style="list-style-type: none"> • be secure reading blue books, ready to start grey in Y2 • to be secure on all sounds taught (see Y1 skills ladder) • read 70+ words per minute of an unfamiliar text

	<ul style="list-style-type: none"> • be secure reading all Y1 high frequency and common exception words • be secure reading words with the –s, –es, –ing, ed, er, est endings • be secure reading words containing contractions, for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • spell all of the next 200 Y1 high frequency and common exception words correctly
Autumn1 (end)	<ul style="list-style-type: none"> • apply their phonic knowledge to decode words confidently- they respond accurately and speedily to the 40+ graphemes taught in Y1 • begin to recognise the sounds ea (/ɛ/ head), ie (/i:/ chief), ear (/ɛə/ bear), gn, sc, y (/i:/ or /ɪ/ happy), ou (young), gue (league), que (cheque), ch (chef) • begin to read real and nonsense words containing the sounds ea (/ɛ/ head), ie (/i:/ chief), ear (/ɛə/ bear), gn, sc, y (/i:/ or /ɪ/ happy), ou (young), gue (league), que (cheque), ch (chef) • read words with 2 or more syllables accurately with taught graphemes- recognising alternative sounds • read books aloud matched to phonic ability, sounding unfamiliar words accurately without undue hesitation • begin to independently self -correct in order for the text to make sense • use syllables to read unknown polysyllabic words- using knowledge of prefixes/suffixes eg- un-im-por-tant • begin to decode automatically • re-read above age books to build up fluency and confidence in word reading (once modelled by the teacher) • be secure on the spelling rules detailed on the writing MTP

Autumn 2 (end)	<ul style="list-style-type: none"> • be secure reading grey books and be ready to come off the RWI scheme • recognise the sounds ea (/ɛ/ head), ie (/i:/ chief), ear (/ɛə/ bear), gn, sc, y (/i:/ or /ɪ/ happy), ou (young), gue (league), que (cheque), ch (chef) at speed, in any order • read real and nonsense words containing the sounds ea (/ɛ/ head), ie (/i:/ chief), ear (/ɛə/ bear), gn, sc, y (/i:/ or /ɪ/ happy), ou (young), gue (league), que (cheque), ch (chef) with confidence • mirror the teacher's modelled reading with intonation, actions, volume and correct tone • read some of the Year 2 common exception words (50%+) • read words with common suffixes • be confident in reading contractions • use syllables confidently to read known and unknown words • use phonic knowledge to decode-reading is becoming automatic and fluent (around 80+ words a minute of a familiar text) • be secure on the spelling rules detailed on the writing MTP
Spring 1 (end)	<ul style="list-style-type: none"> • begin to recognise the sounds y (/aɪ/ fly), ch (Christmas), ss (tissue), ci (special), eigh, ey (obey), ei (rein) dge (/dʒ/ badge), tion, tious • begin to read real and nonsense words containing the sounds y (/aɪ/ fly), ch (Christmas), ss (tissue), ci (special), eigh, ey (obey), ei (rein) dge (/dʒ/ badge), tion, tious • follow the teacher's reading and can see where the teacher takes note of punctuation • begin to spot patterns and chunks of words to help decode unfamiliar words • use phonic knowledge to decode- and reading is becoming automatic

	<p>and fluent (around 80+ words a minute of an unfamiliar text)</p> <ul style="list-style-type: none"> • continue to use phonic ability and syllables to read accurately and fluently • self-correct, read with accuracy, fluency and automatically (decoding is established) • continue to read words with common suffixes without hesitation • continue to read contractions without hesitation • read further common exception words (70%+), noting unusual correspondences between spelling and sound • be secure on the spelling rules detailed on the writing MTP
Spring 2 (end)	<ul style="list-style-type: none"> • recognise the sounds y (/ai/ fly), ch (Christmas), ss (tissue), ci (special), eigh, ey (obey), ei (rein) dge (/dʒ/ badge), tion, tious at speed, in any order • read real and nonsense words containing the sounds y (/ai/ fly), ch (Christmas), ss (tissue), ci (special), eigh, ey (obey), ei (rein) dge (/dʒ/ badge), tion, tious with confidence • read all of the Year 2 common exception words accurately • confidently spot patterns and chunks of words to help decode unfamiliar words (decoding is becoming automatic) • read a familiar text at 90+ words per minute • self-correct automatically • read fiction, non-fiction and poetry confidently at their age ability after exposure throughout KS1 • continue to use phonic ability and syllables to read accurately and fluently

	<ul style="list-style-type: none"> • re-read above age books to build up fluency and confidence in word reading. • be secure on the spelling rules detailed on the writing MTP • begin to select the correct grapheme when spelling, when there is a choice of more than one, e.g. ay, ai, a-e • begin to explain why the position of the sound in the word may rule out certain graphemes. E.g. the ai and oi sounds do not occur at the end of English spelling
<p>Summer 1 (end)</p>	<ul style="list-style-type: none"> • use their syllable knowledge to read more difficult vocabulary and new vocabulary • change their voice for: <ul style="list-style-type: none"> ? – children’s voices will go higher when asking a question (inflection) !- Explain that this is used to show emotion in their voice- this could be sadness, happiness, shock- dependant on the sentence “- Speech marks- how do you change your voice for someone talking • read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words • contractions are read and understood with ease • be secure on the spelling rules detailed on the writing MTP • confidently select the correct grapheme when spelling, when there is a choice of more than one, e.g. ay, ai, a-e • confidently explain why the position of the sound in the word may rule out certain graphemes. E.g. the ai and oi sounds do not occur at the end of English spellings

<ul style="list-style-type: none"> • Summer 2 (end) 	<ul style="list-style-type: none"> • read an unfamiliar text at 90+ words per minute – reading is beginning automatic and seemingly effortless • spell all of the Year 2 common exception words accurately • take note of punctuation whilst reading and do so with good expression, tone and intonation • confidently self-correct errors in their head when reading • begin to read silently- only for short periods of time for books at their age level
--	--

Overall tracker

Example of a Reception tracker

Reception Spring 2 Letters and Sounds

Below ARE (Nursery exit)	Below ARE	Below ARE	Below ARE	ARE	Above ARE	Above ARE
<ul style="list-style-type: none"> • say the word and identify the object • identify the number of phonemes that make up a given word • read their full name • recognize and read (by sight) everyday words, for example, please, thank you, hello, goodbye (display in learning room) • read all set 1 sounds at speed (individual sounds only) • use Fred talk to read CVC words • understand that to read- we read left to right 	<ul style="list-style-type: none"> • develop phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • blend set one sounds together to read CVC real and nonsense words • segment CVC words using Fred fingers into their separate sounds to spell (using magnetic letters) • read the high frequency words – a, an, as, at, if, in, is, it, off, on, can, dad, had, back, and, get, big, him, his, not; by sight 	<ul style="list-style-type: none"> • read all set 1 sounds (including digraphs), at speed • begin to read simple captions • blend set one sounds together to read CCVC and CVCC real and nonsense words • segment CCVC and CVCC words using Fred fingers into their separate sounds to spell (in books) • read the red words – I, the, me, of, to, no, go, into; by sight • read the high frequency words – got, up, mum, but, put, will, that, this, then, them, with, see, for, now, down, look; by sight 	<ul style="list-style-type: none"> • begin reading red books • blend set 1 sounds to read CCCVC real and nonsense words • read the red words - he, she, we, me, be, was, my, you, her, they, all, are, her, said; by sight. • begin to use expression and intonation to add meaning by echoing the teachers model • spell the red words – I, the, me, of, to, no, go, into 	<ul style="list-style-type: none"> • be secure reading red books • be able to use 'whisper Fred talk' and then blend to read new or unfamiliar words • begin to use expression and intonation independently when reading a familiar text • read the red words – so, call, want, old, some, he ; by sight. • spell the red words - he, she, we, me, be, was, my, you, her, they, all, are, her, said 	<ul style="list-style-type: none"> • begin reading green/ purple books • recognize the first six set 2 sounds at speed – ay, eg, ig, ow, oo, (poo), oo, (look) • begin to read words containing the first six set 2 sounds (real and nonsense) • begin to use 'Fred in their head' and then blend to read new or unfamiliar words • begin to read captions, sentences and questions • use expression and intonation independently when reading a familiar text • read the red words – what, one, there; by sight. • Spell the red words - so, call, want, old, some, he • begin to read multi-syllabic words by 'chunking. 	<ul style="list-style-type: none"> • be secure reading green/ purple RWI books • recognize all set 2 sounds at speed, in any order • Read words containing set 2 sounds confidently (real and nonsense) • be able to read all reception high frequency words fluently (no pause before reading) • read multi-syllabic words by chunking • spell the red words – what, one, there • read a familiar text at 50-60 words per minute
%	%	%	%	%	%	%

Group 1 – Group 2 – Group 3 – Group 4 –

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ARE+						
Above ARE						
At ARE						
Below ARE						

In Key Stage 1, children are also assessed on their fluency. Each half term children are asked to read a familiar or unfamiliar text for one minute. Staff note down any mistakes and record how many correct words were read within the time. We aim for all children to read 70-80 words per minute by the end of Year 1 and 90-100 words per minute by the end of Year 2.

In both Reception and Key stage 1, a small number of children of varying abilities are recorded reading a familiar text each half term. Teachers ask verbal comprehension questions linked to the reading domains to assess their understanding.