



Phonics and reading progression at St John's Primary.

This document sets out the progression for phonics and reading at St John's. It is based upon The Phonics Bug Programme Structure, Letters and Sounds, EYFS Development Matters, The National Curriculum and teacher judgement.

EYFS

NB: Term 1 allowances for settling in and baseline assessments

Phase 2

<u>Sounds</u>	<u>Tricky Words</u>
s a t p	
i n m d	
g o c k	to
ck e u r	the no go
h b f,ff l,ll ss	I into her

Phase 3

<u>Sounds</u>	<u>Tricky Words</u>
j v w x	me be
y z,zz qu	he my by she
ch sh th ng	they we
ai ee igh oa oo/OO	are you
ear air ure er	all was give live

Phase 4

<u>Sounds</u>	<u>Tricky Words</u>	
Recognition and recall of all Phase 3 sounds. Adjacent consonants (CVCC CCVC CCVCC CCCVC CCCVCC)	said so	
	have like some come	
	were there little one	
	do when out what	

Year One

Phase 5

<u>Sounds</u>	<u>Tricky Words</u>
wh ph	oh their people
ay a-e eigh/ey/ei (long a)	Mr Mrs Ms
ea e-e ie/ey/y (long e)	looked called asked
ie i-e y (long i)	water where
ow o-e o/oe (long o)	who again
ew ue u-e (long o) u/oul (short oo)	thought through
aw au al	work laughed because
ir, er, ear	Thursday Saturday

	thirteen thirty
ou, oy	different any many
ere/eer are/ear	eyes friends
c k ck ch	two once
c(e)/c(i)/c(y), sc/ st(l) se	great, clothes
g(e)/g(i)/g(y), dge i	it's, I'm, I'll, I've
le, mb, kn/gn, wr	don't, can't, didn't
tch, sh, ea, zh, (w)a, o	first, second, third

Year 2

Phase 6

<u>Sounds</u>	<u>Tricky Words</u>
suffix morphemes -ing, -ed, -er, -est, -ful, -ly, -y, -en, -ment, -ness	clearing, gleaming, rained, mailed
plural morphemes s, es	men, mice, feet, teeth, sheep
prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

Progression in Reading

Year group	Progression
EYFS	Daily story time provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts.
Year One	<p>In Year 1, there is an emphasis on word reading so they can build accuracy and fluency by reading aloud books closely matched to their improving phonic knowledge, and an emphasis on rereading these books to build up their fluency and confidence in word reading.</p> <p>In Year 1, pupils are taught to develop pleasure in reading, motivation to read, vocabulary and understanding by whole class reading sessions</p> <p>During whole class reading sessions, pupils have the opportunity to listen to, discuss and express views about a wide range of poems, stories and non-fiction. Pupils are explicitly taught how to answer retrieval and inferential questions and understand new vocabulary.</p> <p>Pupils also follow the Big Cat Guided Reading programme to develop fluency and early comprehension.</p>
Year Two	<p>In Year Two pupils there is a continuing emphasis on word reading so they can build accuracy and fluency by reading aloud books closely matched to their improving phonic knowledge. There continues to be an emphasis on rereading these books to build up their fluency and confidence in word reading.</p> <p>During daily whole class reading sessions, pupils have the opportunity to listen to, discuss and express views about a wide range of poems, stories and non-fiction. Pupils are explicitly taught how to answer retrieval and inferential questions and understand new vocabulary.</p> <p>By Term 3, pupils will begin more structured whole class reading sessions where children will continue to be taught explicitly how to answer a greater range questions to develop comprehension, as well as a continued focus on understanding new vocabulary.</p>
Year Three & Four	In Year Three, pupils should be able to read books written at age appropriate interest level. Pupils that are still struggling to decode, will have rigorous and

	<p>systematic phonics programme to help them catch up.</p> <p>Pupils are encouraged to develop their interests and preferences in reading. During daily whole class reading sessions, the focus continues to be on pupils' comprehension as a primary element in reading. Pupils will continue to have the opportunity to listen to and discuss a wide range of poems, fiction and non-fiction texts. They will continue to be taught how to, and have practise in answering a wider range of questions such as using drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main Ideas drawn from more than 1 paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction.</p>
Year Five & Six	<p>In years 5 & 6, there is a continuing emphasis on pupil's enjoyment and reading for pleasure, meeting authors and books they might not choose themselves.</p> <p>Daily whole class reading, there is a continued emphasis and understanding of language, especially vocabulary and developing the skills of inference, prediction, retrieval, and summarising in order for pupils to understand what they are reading.</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and reading books that are structured in different ways and reading for a range of purposes.</p> <p>Pupils are taught to recognise themes in what they read and have opportunities to compare characters</p>