Hobletts Manor Infants' and Nursery School Reading Sequence of Learning				
Year Group	Phonics phase (ELS)	<u>What reading will look like:</u>	<u>Relevant vocabulary:</u>	<u>On the time table:</u>
Nursery	**Phase 1**	• Children enjoy joining in with word play including rhyming and are given opportunities to listen to and make different environmental sounds. • Joining in with familiar stories and poems will be common practice for the children. They will talk about stories e.g. can say how it might end, describe setting or characters. This may be through the use of books, story sacks, props, role play etc. • Children showing an interest in print and illustrations in books, looking at them talking about them, sharing them with adults and other children. • They will hold books up the right way and turning the pages correctly, as well as being aware of the direction of the print. • The books available will be stored in an easily accessible way and be up to date, multicultural and include some classics such as traditional tales. • They can recognise their own name and other familiar signs and logos. The environment will include many examples of handwritten and printed signs, labels and text.	Book, page, title, front cover, spine, character, setting, rhyme, beginning, middle, end, letter, words, writing, reading, picture,	Daily story time sessions. Continuous Phase One phonics linked to all areas of the curriculum.

Reception	**Phase 1**	**Phase 2, 3, & 4**	• Staff build on the good practice from nursery. • Children will join in with the repeated refrains in stories and suggest where stories are set, describe the characters and predict how the stories might end. • Opportunities are given to hear rhymes and generate rhyming strings. • Lowercase and upper case letter can be recognised and named. • Phonics phase appropriate digraphs and trigraphs will be known. • Children are aware of the sounds in words and are starting to segment and blend first words with one syllable then moving on to two syllables and polysyllabic words. • Daily phonics lessons will be taught. • Children begin by read words, then simple captions and sentences. • Talking about the books they have read and have shared with adults is developed through high quality modelled comprehension before children are moved on to talk about books themselves. This 'Book Talk' is key to developing the children's understanding of the texts they read. • Building up a bank up of non-decodable words (tricky words) develops throughout the year with regular opportunities to practise and retrieve prior learning. • Children will read phonetically decodable books closely matched to their phonic knowledge with accuracy.	phoneme, digraph, trigraph, grapheme, capital letter, lower case letter, blend, segment, chunking, book, title, page, print, word, full stop, question mark, exclamation mark, letter, word, sentence, tricky word, rhyme, first letter,	Daily 20 minutes phonics session. Daily story times. From the Spring term daily guided reading sessions. Weekly individual reading sessions once children have started taking reading books home. Home reading books changed weekly.

Year One		Phase 4& 5	• Staff will continue to build on the good practice from the Early Years Foundation Stage. • Children will have regular opportunities to listen to and share a wide range of stories, poems and non-fiction texts at their own levels and levels they are beyond reading independently. • Classrooms will be language rich environments where the meanings of new words are explored and vocabulary is extended. • Children will talk about what they have read and infer meaning from what is said and done. They will be given opportunities to predict what they think will happen based on what they have read so far. • Opportunities to discuss with others, the stories they have read and that have been read to them, will be regularly given in order to develop and share the joy of reading. They will also listen to others and link what they read to their own experiences. • Through well planned and high quality modelled comprehension sessions, children will be able to talk about the books they have read and those that have been read to them with a depth of understanding. • Phonic knowledge will be applied to decode words including polysyllabic words. These words will include a range of real words and pseudo (alien) words. They will use phonic phase appropriate phonemes including alternative sounds to decode the words they read. • Children will read phonic phase appropriate common exception words. Also, they will read words with suffixes including –s,-es, -ing, -ed and –est. They will begin to read contractions and know that the apostrophes represent omitted letters. • Phonetically decodable books, closely matched to their phonic knowledge, will read with accuracy. While they read, they will check that texts make sense and when reading them; self-correct and re-read inaccurate reading. • During guided reading sessions, each group works with the class teacher at least once a week so the teacher can hear each child read and chart progress which informs teachers' future planning. Children read aloud to	phoneme, digraph, split digraph, trigraph, grapheme, capital letter, lower case letter, blend, segment, chunking, syllables, book, title, author, illustrator, blurb, page, print, word, full stop, question mark, exclamation mark apostrophe, speech bubble, speech marks, letter, word, sentence, conjunction, tricky word, rhyme, initial sound, final sound.	Daily 20 minutes phonics session. Daily story times. Daily guided reading sessions. Weekly individual reading sessions. Home reading books changed weekly.

			the class teacher and their peers and discuss what they have read through targeted questioning. The small, differentiated groups provide a relaxed, focused setting for children to share their thoughts and opinions about what they have been reading. Children are supported in understanding and responding to texts, and are taught appropriate technical vocabulary to articulate their responses. • Regular opportunities for shared reading will be given to allow children to enjoy listening to a range of books alongside hearing expertly modeled expressions and prosody. In addition, children will observe modelled comprehension skills during these sessions.		

Year Two		**Phase 6- spelling programme**	• The children's love for reading will continue to be central, reading for pleasure remains high up on the agenda. Children will be fully engaged in their reading, making informed choices about the texts that they read. They will listen to and express views about a wide range of contemporary and classic poetry, some of which they can read independently. • Knowledge of different authors and illustrators will be further built on and children will begin to inform the children's texts choices and recommendations. • By listening to a wide range of texts, children will be able to discuss and express views about a wide range of books at a level beyond that which they can read independently. • When reading independently, children will show a deeper understanding of texts and have self-correct mistakes they make with a greater automaticity. They will know and retell a wide range of stories, family stories and traditional tales. They will be able to discuss the events in books, and how items of information are related. • They will male inferences on the basis of what is said and done; predict according to what has been read so far. They will be able to discus and express their views about a range of non-fiction texts which are structured in different ways. • They will discuss and clarify the meaning of new words; discuss favourite words and phrases. They will recognise simple recurring literacy language in stories and poems and be able to recite a repertoire of poems learn by heart with appropriate intention. • Children will apply their phonic knowledge and skills to consistently decode quickly and accurately. They will recognises and decode alternative graphemes. They will read words containing common suffixes such as –ment, -less, -ness, -ful and –ly. • Children will read a wider range of common exception words. They will be able to read most words without overtly segmenting and blending, once	phoneme, digraph, split digraph, trigraph, grapheme, alternative pronunciation, suffix, prefix, capital letter, lower case letter, blend, segment, chunking, syllables, book, title, author, illustrator, blurb, page, print, word, full stop, question mark, exclamation mark, inverted commas, dialogue, apostrophe, letter, word, sentence, conjunction, tricky word, rhyme, initial sound, final sound. Infer, summarise, prediction, vocabulary, prosody.	Daily 20 minutes phonics session. Daily story times. Guided reading sessions. Weekly individual reading sessions. Home reading books changed weekly.

			they are familiar. They will read some phonetically decodable books with fluency, sounding out automatically. • Whole Class Shared Reading is taught. Teachers select high quality texts which cater for all reading abilities and these are read aloud each day. • Children read the same text several times throughout the week, and are able to recognise familiar vocabulary the more times they read and hear the story read to them in class. The class teacher hears every child read once and this is recorded in each child's reading record at the end of the session. • Reading learning and teaching is linked to the KS1 content domains and cover the key comprehension skills assessed at the end of KS1 (vocabulary, inference, punctuation, explaining, retrieve and summary)		