

Pinewood Infant School's Progression of Skills in Reading.

	National Curriculum: Word Reading	National Curriculum: Comprehension	Autumn Term	Spring Term	Summer Term
EYFS	Segment the sounds in simple words and blend together. Use phonic knowledge to decode regular words and read them accurately. Begin to read simple sentences. Read some common irregular words. Continue a rhyming string. Know that information can be retrieved from a non-fiction book. Use vocabulary that is within a text they have read.	Demonstrate understanding when talking with others about what they have read or what has been read to them.	Daily Phonics: Following ELS Progression – Phase 2 and 3 teaching (up to 'oa' digraph) ELS phonics follow on activities/ to identify sounds, write sounds, read words and captions Continuous provision linked to new sounds. 1:1 reading with class adult to decode. 2 phonics books and a library book for pleasure sent home. Books changed and Reading log checked every week. Phonics sheet with the sounds that were taught during the week is sent home weekly, with link to ELS support for parents. Role play linked to class text to encourage story discussions and acting. Whole class story time to develop a love of stories and a discovery of different genres.	Daily Phonics: Following ELS Progression – the rest of phase 3 + time to review/ reteach ELS phonics follow on activities/ to identify sounds, write sounds and words, read words and captions Continuous provision linked to new sounds and words. 1:1 reading with class adult to begin reading sentences. 2 phonics books and a library book for pleasure sent home. Books changed and Reading log checked every week. Phonics sheet with the sounds that were taught during the week is sent home weekly, with link to ELS support for parents. Role play linked to class text to encourage story discussions and acting Whole class story time to develop a love of stories and a discovery of different genres.	Daily Phonics: Following ELS Progression – phase 4 + introduction to phase 5 ELS phonics follow on activities/ to identify sounds, write sounds and words, read words and captions Continuous provision linked to new sounds/words and spellings. Guided Reading group sessions daily – children read 3 times a week. 1:1 reading with class adult to develop sentence reading for those who need more support. 2 phonics books and a library book for pleasure sent home. Books changed and Reading log checked every week. Phonics sheet with the sounds that were taught during the week is sent home weekly, with link to ELS support for parents.

			If needed, ELS Interventions for Oral Blending and GPC Recognition, to keep up rather than catch up.	If needed, ELS Interventions for Oral Blending and GPC Recognition. Spring 2 – added word reading intervention	Role play linked to class text to encourage story discussions and acting Whole class story time to develop a love of stories and a discovery of different genres. If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed)
Year 1	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.	Listen to and discuss a wide range of poems, stories and non-fiction. Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learn to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known drawing on what they already know or on	Daily Phonics: Following ELS Progression – review of phase 3 and 4, then Phase 5 teaching (up to ‘al’ digraph) ELS phonics follow on activities/ to identify sounds, read words and captions, and write sounds, words and captions Guided Reading group sessions daily – children read 3 times a week (decoding, prosody, comprehension) 1:1 reading with class adult to develop sentence reading for those who need more support. 2 phonics books and a library book for pleasure sent home.	Daily Phonics: Following ELS Progression – Phase 5 teaching – alternative pronunciations ELS phonics follow on activities/ to identify sounds, read words and captions, and write sounds, words and captions Guided Reading group sessions daily – children read 3 times a week (decoding, prosody, comprehension) 1:1 reading with class adult to develop sentence reading for those who need more support. 2 phonics books and a library book for pleasure sent home.	Daily Phonics: Following ELS Progression – review of Phase 5 teaching + more uncommon sounds ELS phonics follow on activities/ to identify sounds, read words and captions, and write sounds, words and captions Guided Reading group sessions daily – children read 3 times a week (decoding, prosody, comprehension) 1:1 reading with class adult to develop sentence reading for those who need more support. 2 phonics books and a library book for pleasure sent home.

	Read other words of more than one syllable that contain taught GPCs. Read words with contractions 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.	background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Making inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Participate in discussion about what is read to them. Take turns and listen to what others say. Explain clearly their understanding of what is read to them.	Books changed and Reading log checked every week. Phonics sheet with the sounds that were taught during the week is sent home weekly, with link to ELS support for parents. Daily whole class story time to develop a love of stories and a discovery of different genres. First practise for Year 1 PSC in Summer term. If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed)	Books changed and Reading log checked every week. Phonics sheet with the sounds that were taught during the week is sent home weekly, with link to ELS support for parents. Daily whole class story time to develop a love of stories and a discovery of different genres. Real word/ alien word reading practise Second practise for Year 1 PSC in Summer term. If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed)	Books changed and Reading log checked every week. Phonics sheet with the sounds that were taught during the week is sent home weekly, with link to ELS support for parents. Daily whole class story time to develop a love of stories and a discovery of different genres. Real word/ alien word reading practise If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed) PSC = June
Year 2	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	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. Discuss the sequence of events in books and how items of information are related.	2 ELS phonics lessons a week to review less confident and more uncommon sounds 3 ELS spelling lessons a week (* see progression below) Whole class guided reading of phonetically appropriate texts to explore new vocabulary,	3 ELS spelling lessons a week (* see progression below) 2 Sessions for phonics or spelling review Whole class guided reading of phonetically appropriate texts to explore new vocabulary, with questions to develop	3 ELS spelling lessons a week (* see progression below) 2 Sessions for phonics or spelling review Whole class guided reading of a short chapter book to explore new vocabulary, with questions to develop reading

	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.	Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Make inferences on the basis of what is being said and done. Answer and ask questions. Predict what might happen on the basis of what has been read so far.	with questions to develop reading skills of retrieval, prediction, inferring, clarifying and sequencing, Reciting poetry with appropriate intonation to make intent clear. 2 appropriate books and a library book for pleasure sent home. Books changed and Reading log checked every week. Daily whole class story time to develop a love of stories and a discovery of different genres. 1:1 reading for catch up with class adults Additional phonics sessions/ catch up groups for children who did not pass the PSC If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed)	reading skills of retrieval, prediction, inferring, clarifying and sequencing, Reciting poetry with appropriate intonation to make intent clear. 2 appropriate books and a library book for pleasure sent home. Books changed and Reading log checked every week. Daily whole class story time to develop a love of stories and a discovery of different genres. 1:1 reading for catch up with class adults Additional phonics sessions/ catch up groups for children who did not pass the PSC If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed)	skills of retrieval, prediction, inferring, clarifying and sequencing, Reciting poetry with appropriate intonation to make intent clear. 2 appropriate books and a library book for pleasure sent home. Books changed and Reading log checked every week. Daily whole class story time to develop a love of stories and a discovery of different genres. 1:1 reading for catch up with class adults Additional phonics sessions/ catch up groups for children who did not pass the PSC If needed, ELS Interventions for GPC Recognition and Word Reading intervention (oral blending if still needed) PSC resits for children who did not pass in year 1 = June
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		Participate in discussion about books, poems and other works. Take turns and listen to what others say. Explain and discuss their understanding of books, poems and other material.			
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Reading and Phonics Progression in our RP classes

Children in our Resource Provision classes still have access to the same phonics teaching as their peers in mainstream, however the teaching is adapted to suit the needs of the individual children. For some who are able, they join their mainstream year group class and access teaching alongside their peers, often supported by an adult. For others, they remain in their class and have teaching in a small group, where teaching is appropriately slowed down to allow more time for a sound to be taught and embedded. ELS provide a 'slowed progression' guide, where one sound is taught over two days, with the first day offering lots of opportunities for them to 'practise' their new learning, and on the second day they 'apply' that same learning more independently.

Pupils in the RP classes have daily 1:1 reading sessions with the class adults, and access phonetically decodable texts appropriate for their stage of learning. They also receive the Phonics interventions for oral blending, GPC recognition and word reading where needed.

Progression of Phonics teaching from the ELS Handbook

Reception – Autumn term

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/l/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception Spring term

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception Summer term

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1 – Autumn term

Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1 – Summer term

Year 1/Primary 2 Summer 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review	Review	Review	Review	Review	Review

Year 1/Primary 2 Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <sc> /n/ <ne> /g/ <gh> /g/ <gu>	/u/ <ou> /f/ <gh> /o/ <ou> /u/ <oo>	/oo/ <o> /h/ <wh> /w/ <u> /ee/ <ei>	/ee/ <i> /oa/ <ough> /ur/ <our> /ur/ <re>	Review	/t/ <te> /or/ <ar> /or/ <oar> /or/ <oor>

Year 1 – Spring term

Year 1/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /a/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /(y)oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <+l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Progression of Phonics/Spelling teaching from the ELS Spelling Handbook

Year 2 – Autumn term

Year 2/Primary 3: Autumn 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	Week 7
Day 1	Vowels and consonants	Spellings of /igh/	/j/ spelled <g>	/n/ spelled <kn>	/ee/ spelled <ey>	/or/ spelled <oor>	/u/ spelled <o>
Day 2	Spellings of /ai/	Spellings of /oa/	/j/ spelled <ge>	/n/ spelled <gn>	/s/ spelled <c>	Common Words: because, most	/o/ spelled <a>
Day 3	Spellings of /ee/	Spellings of /i(y)oo/	/j/ spelled <dge>	/r/ spelled <wr>	/l/ spelled <ll>	/igh/ spelled <i>	/or/ spelled <a>/<al>

Year 2/Primary 3: Autumn 2							
	Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 CWs	Week 7 Review
Day 1	/zh/ spelled <s>	/ur/ spelled <or>	/j/ spelled <g>	/j/ spelled <ge>	/u/ spelled <o>	/oo/ spelled <o>	/j/ spelled <dge>
Day 2	/zh/ spelled <si>	/or/ spelled <ar>	/n/ spelled <gn>	/n/ spelled <kn>	/zh/ spelled <s> or <si>	/h/ spelled <wh>	/o/ spelled <a>
Day 3	Homophones	Homophones	/s/ spelled <c>	/ee/ spelled <ey>	/r/ spelled <wr>	/ai/ spelled <ea>	/or/ spelled <a>/<al>

Year 2 – Spring term

Year 2/Primary 3: Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	/l/ spelled <el>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>
Day 2	/l/ spelled <le>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>
Day 3	/l/ spelled <al>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>

Year 2/Primary 3: Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings
Day 2	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water
Day 3	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <oul>

Year 2 – Summer term

Year 2/Primary 3: Summer 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	How suffixes affect the verb	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/-less)	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 (-ful/-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/-less)	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 CWs	Week 6 CWs	Week 7
Day 1	<y> spelling /igh/ or /ee/	Plurals where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
Day 2	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour		
Day 3	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes		