

Pinewood Infant School's Progression of Reading Skills

2025-2026

At Pinewood reading is taught through a daily blended approach of whole class or small group phonics sessions. In addition to this, each year group participates in small guided reading groups which is adult led (beginning in the Spring term for Early Years), alongside a whole class approach which builds on comprehension skills and is based on a class text. We teach our children key reading skills, including fluency and apply these skills to high quality texts.

Children are encouraged to read widely from the library each week, selecting from a range of authors and genres. Children are expected to read at least five times per week at home to earn a reward. Early and developing readers have access to a reading scheme which is phonetically decodable.

Intervention programmes such as ELS interventions, precision teach and paired reading provide timely support for those children who are falling behind their peers and it supports us in closing any gaps. We always maintain close relationships with parents and carers to offer home support in the aid of games and additional reading resources for those children working at a lower level who need to close any gaps in their reading development.

Early Years / Foundation Stage.

In Early Years, children are introduced to reading using the ELS phonics scheme, which prepares children for learning to read by developing phonics knowledge and skills. This is taught throughout the year in dedicated daily phonics sessions led by the class teacher. All children receive the same high quality input, with some children then cutting away into smaller focused groups.

Children can apply their new learning through continuous provision, and daily enhancements to match the new sounds being taught. This is supported by role play areas where class adults are able to capture independent story discussions and the re-enactment of class texts.

Children all have two home reading books which are carefully matched to the phonics they are learning and their reading level. This is regularly reviewed during one-to-one time with the class adults. Children will begin by decoding cvc words and beyond and will progress to sentence reading by the end of the year. Guided Reading is introduced during the Spring Term for some children and is extended to all children within small groups by the summer to promote a love of reading alongside developing decoding, reading common irregular words and to demonstrate understanding of a text.

To help promote a love of reading, children all have weekly library sessions where they are encouraged to choose a new book to take home each week and they all listen to a story read by a class adult at the end of every day.

Key Stage 1

As the children move from the Early Years Foundation Stage into Key Stage 1, teachers continue to build on developing phonic knowledge, making sure that pupils can sound out and blend unfamiliar words quickly and accurately. This is taught as part of daily phonics sessions following the ELS phonics scheme.

In Year 1, all children receive the same daily input to ensure they receive the same learning, then have appropriate phonics follow on activities to ensure that children are accessing the correct level of learning and the teaching continually builds on previous learning. Some pupils are able to apply their new learning independently, while some are supported in phonics 'hoop groups' led by the class teacher to support their skills of decoding and blending. We have a strong focus on decoding skills and progress onto alternative pronunciations and spellings.

In Year 2, children all receive daily sessions dedicated to developing their phonics skills for both reading, and spelling. They continue to follow ELS phonics lessons to review learning from Year 1, and they begin ELS spelling sessions where they learn to use more uncommon spelling rules in their writing. Many strategies from the phonics lessons are used in spelling lessons to offer a seamless transition.

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.

The children receive weekly home learning which is matched to their phonics learning so they can practise and apply what they have learnt that week at home. All children in KS1 have a reading book matched to their phonic phase, which is reviewed regularly by the class teacher during small group or one-to-one reading sessions. These foundations for reading are vital in unlocking the whole curriculum so as in the Early Years, reading pervades the whole curriculum. When readers are secure in decoding (denoted by the phonic screening and fluency of reading), they are also exposed to a wider range of texts to promote comprehension, vocabulary and pleasure of reading.

As well as phonics, all children in KS1 have daily guided reading sessions.

In year 1 children are grouped according to their decoding ability, and access fully decodable texts matched to their reading level. Grouping is regularly checked and adapted to match children to reading ability. Each group reads with an adult 3 times week, to develop their decoding skills, reading with prosody (expression and fluency) and to develop

their comprehension skills to answer questions where they have to retrieve, predict, infer, link and think about the vocabulary choice of the author.

In year 2 children take part in whole class guided reading sessions, where a phonetically appropriate book is explored during a whole week. There is a focus on decoding and reading the text with appropriate fluency, as modelled by the teacher, and new vocabulary is explored. They learn to answer questions both orally and written, to develop their reading skills of retrieval, prediction, inferring, clarifying and sequencing.

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. Careful questions by the adults help pupils to develop their reading skills, and appropriate scaffolds, such as widget boards and colourful semantic sentence stems, are in place to support pupils to develop their comprehension of the texts.

Children will be encouraged to self-correct reading errors independently and make links to their own experiences. The children will also participate in whole class reading sessions where they will study the same text over a period of weeks so that the text becomes very familiar. They will discuss different themes, discover new and exciting vocabulary and answer simple comprehension questions that will become more advanced throughout the key stage. This will lead to a deeper understanding and appreciation of the text and author.

We also run smaller intervention groups for those children who need to catch up in a specific area. These link directly to ELS phonics lessons and support children with their oral blending, GPC recognition and word reading. Interventions are carried out as one-to-one sessions and aim to target children gaps quickly, so they are able to keep up with the reading curriculum.

Our children love to hear a story at the end of the day. This may be a one-off story that a child has picked from the class library box or a longer text like *The Twits* or *The Ice Monster*. This not only develops a love of reading but it develops comprehension while hearing how a story should be read with expression and clarity. It also develops a love for an author so children will freely choose books written by the same writer.

“Through **reading** in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. **Reading** also enables pupils both to acquire knowledge and to build on what they already know.”

(National Curriculum 16th July 2014)

At Pinewood Infant School our aim is to create a fluent, confident and independent reader. We strive to build a culture where reading for pleasure is valued. Our children will not be deterred by a challenge, they will embrace it and have the confidence to have a go and succeed. By the end of Key Stage 1 children will be equipped with transferable skills which can be adapted to support them in all their learning and will be academically prepared for life beyond our school and the wider world.