



Bowmansgreen Primary School
Reading and Phonics – Progression in Knowledge, Skills and Understanding

As a minimum, Bowmansgreen Primary School seeks to provide pupils with the following knowledge, skills and understanding as outlined in the National Curriculum (2014) and [Development Matters](#) (2021).

Reading

The programmes of study for reading at EYFS, key stages one and two consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Year Group(s)	Word Reading	Comprehension
Reception	<p>Pupils should be taught to:</p> <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 • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. CV words e.g. in, at, on, CVC words e.g. cat, dog • Read some letter groups that each represent one sound and say sounds for them. E.g. ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. • Read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. • Read a few common exception words • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and remember much of what happens • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Ask questions to find out more and to check they understand what has been said to them • Read English text from left to right and from top to bottom • Identify and names of the different parts of a book • Engage in extended conversations about stories, learning new vocabulary • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Describe events in some detail • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Year Group(s)	Word Reading	Comprehension
One	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

Year Group(s)	Word Reading	Comprehension
Two	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 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 • reread these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year Group(s)	Word Reading	Comprehension
Three and Four	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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 • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year Group(s)	Word Reading	Comprehension
Five and Six	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion

		<ul style="list-style-type: none">• retrieve, record and present information from non-fiction• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views
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Phonics Programme of Study

Bowmansgreen Primary School broadly uses the scheme of work outlined in the [Letters and Sounds](#) DfE document (2007) to provide a sequential overview to the teaching of phonics. We follow the first five phases of the programme and units within each phase. The units taught in each phase are indicated below. The speed that the pupils move through each phase may vary depending on individual and cohort needs.

Phase One Reception – Autumn One (up to four weeks)
Aspect 1: General sound discrimination – environmental sounds
Aspect 2: General sound discrimination – instrumental sounds
Aspect 3: General sound discrimination – body percussion
Aspect 4: Rhythm and rhyme
Aspect 5: Alliteration
Aspect 6: Voice sounds
Aspect 7: Oral blending and segmenting

Phase Two Reception – Autumn One & Two (up to six weeks)
Set 1: s a t p
Set 2: i n m d Practise blending and reading the high-frequency words: is, it, in, at
Set 3: g o c k Practise blending and reading the high-frequency word: and
Set 4: ck e u r Teach reading the tricky words to and the.
Set 5: h b f,ff l,ll ss Teach reading the tricky words no, go, l Practise reading captions using sets 1-4
Assessment Reading words and captions

Phase Three

Reception – Spring Term and Summer Term (up to twelve weeks)

Set 6: j v w x

Practise reading sentences using sets 1-6 letters and Phase 2 tricky words no, go, I, the, to

Set 7: y z, zz qu ch

Teach reading the tricky words he, she

Teach spelling the tricky words the, to

Practise reading captions and sentences with sets 1-7 letters (above) he, she, no, go, I, the, to.

Consonant digraphs: sh th th ng

Teach reading the tricky words we, me, be

Practise reading and writing captions and sentences using sets 1-7 letters

Vowel graphemes: ai ee igh oa

Teach reading the tricky word was

Teach spelling the tricky words no go I

Practise reading two-syllable words (e.g. summer, poison, rooftop)

Practise reading and spelling high frequency words (will, with, that, this, then, them, see, for now, down, look, too)

Vowel graphemes: oo oo ar or

Teach reading the tricky word my

Teach spelling the tricky words no and go

Practise reading two-syllable words

Practise reading and spelling high frequency words (will, with, that, this, then, them, see, for now, down, look, too)

Vowel graphemes: ur ow oi ear

Practise letter names

Teach reading the tricky word you

Practise spelling two-syllable words

Practise reading and spelling high frequency words (will, with, that, this, then, them, see, for now, down, look, too)

Practise reading and writing captions and sentences

Vowel graphemes: air ure er

Practise all GPCs

Practise letter names

Teach reading the tricky word they

Practise spelling two-syllable words

Practise reading and spelling high frequency words (will, with, that, this, then, them, see, for now, down, look, too)

Practise reading and writing captions and sentences

Practise all GPCs

Practise letter names

Teach reading the tricky word her

Practise spelling two-syllable words

Practise reading and spelling high frequency words
Practise reading and writing captions and sentences

Practise all GPCs
Practise letter names
Teach reading the tricky word all
Practise spelling two-syllable words
Practise reading and spelling high frequency words
Practise reading and writing captions and sentences

Practise all GPCs
Practise letter names
Teach reading the tricky word are
Practise spelling two-syllable words
Practise reading and spelling high frequency words
Practise reading and writing captions and sentences

Phase Four
Reception – Summer Term (up to four weeks)

Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words (consonant vowel consonant)
Teach and practise reading CVCC words (consonant vowel consonant consonant)
Teach and practise spelling CVCC words
Teach reading the tricky words said, so
Teach spelling the tricky words he, she, we, me, be
Practise reading and spelling high-frequency words (went, it's, from, children, just)
Practise reading sentences – Practise writing sentences

Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words
Teach and practise reading CCVC words
Teach and practise spelling CCVC words
Teach reading the tricky words have, like, some, come
Teach spelling the tricky words was, you
Practise reading and spelling high-frequency words (went, it's, from, children, just)
Practise reading sentences
Practise writing sentences

Practise recognition and recall of Phase Two and Three graphemes
Practise reading words containing adjacent consonants
Practise spelling words containing adjacent consonants
Teach reading the tricky words were, there, little, one
Teach spelling the tricky words they, all, are
Practise reading and spelling high-frequency words (went, it's, from, children, just)
Practise reading sentences
Practise writing sentences

Practise recognition and recall of Phase Two and Three graphemes
Practise reading words containing adjacent consonants
Practise spelling words containing adjacent consonants
Teach reading the tricky words do, when, out, what
Teach spelling the tricky words my, her
Practise reading and spelling high-frequency words
Practise reading sentences
Practise writing sentences

Phase Five

Year One – Autumn Term, Spring Term and Summer Term (up to thirty weeks)

Weeks 1-4

Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned

Teach new graphemes for reading (about four per week):

ay – day, ou – out, ie – tie, ea – eat,

oy – boy, ir – girl, ue – blue, aw – saw,

wh – when, ph – photo, ew – new, oe – toe

au – Paul, a-e – make, e-e – these, i-e – like

o-e – home, u-e – rule

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Learn new phoneme /zh/ in words such as treasure

Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked

Teach spelling the words said, so, have, like, some, come, were, there

Practise reading and spelling high-frequency words (don't, day, here, old, house, made, saw, I'm, about, came, very, by, your, make, put, time)

Practise reading and spelling polysyllabic words

Practise reading sentences

Practise writing sentences

Weeks 5-7

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

Teach alternative pronunciations of graphemes for reading (about four per week):

l – fin/find, o – hot/cold, c – cat/cent, g – got/giant

U – but/put, ow – cow/blow, ie – tie/field, ea – eat/bread

Er – farmer/her, a – hat/what, y – yes/by/very, ch – chin/school/chef, ou – out/shoulder/could/you

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Teach spelling the words little, one, do, when, what, out

Practise reading and spelling high-frequency words

Practise reading and spelling polysyllabic words

Practise reading sentences

Practise writing sentences

Weeks 8-30

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

Teach alternative spellings of phonemes for spelling

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked

Practise reading and spelling high-frequency words

Practise reading and spelling polysyllabic words

Practise reading sentences

Practise writing sentences