



Green Lea First School Early Reading Progression

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Year Group	What?	When?
<b>Nursery</b>	Immerse children in a 'talk rich' environment ensuring rhymes, stories and songs are part of the daily routine and that they happen consistently throughout the day (singing for instructions, learning time, transitions, outside games etc) Memorable rhymes and patterned language help to engage concentration and develop an 'ear' for language and increase vocabulary.	<b>All Year Round</b>
<b>Nursery</b>	Foundation for Phonics is taught following Read Write Inc program discreetly in and at set times in the Nursery class (3-4 year olds). Foundation for Phonics concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work, which starts in Reception. Our practitioners' main emphasis when teaching Foundations for Phonics is to attune children to the sounds around them. They carefully plan for daily learning opportunities both inside and outside of the classroom. This ensures children are ready to begin their next journey of phonics, which is based on developing oral blending and segmenting skills that practitioners will constantly be modelling.	<b>Summer Term Before Moving Up To Reception</b>
<b>Reception</b>	Children are taught how to read systematically by using synthetic phonics (Read, Write Inc). Children begin Reception by starting Set 1 phonics. Their daily phonics lessons are taught in homogeneous groups using a set lesson structure. Our aim is for all children to be secure at Set 2 phonics by the end of Reception and to achieve the Early Learning Goal for reading. Children will have 3 reading practise sessions per week in addition to their phonics lesson. These sessions focus on decoding, prosody and comprehension. Children then take the reading book home after the three sessions in school. Children that are not working on track are quickly supported in small intervention groups or 1:1.	<b>All Year Round</b>
<b>Year 1</b>	In the Autumn Term, pupils quickly recap Set 2 and move on to Set 3. Set 3 phonics then continues throughout the year and children will learn the alternative graphemes for the phonemes taught in set 3. This enables them to be full prepared for the 'Statutory Phonics Screening Check' in the Summer Term of Year 1. Children read daily in homogeneous groups to ensure that they are all reading at their correct level to ensure that they all learn to read with confidence and fluency.	<b>All Year Round</b>



<b>Year 2</b>	In the Autumn term, Set 3 is consolidated. Following this they continue to develop their love of reading by following the 'Vipers' reading program. This is taught as a whole class approach and builds on their comprehension skills. Phonics is taught as an intervention at least 4 times a week for the children who did not achieve the expected standard in the 'Year 1 Phonics Screening Check'. When the children have completed the 'Grey Level' of the RWInc. books, confidentially and with good depth of comprehension they move onto banded books. These books have been chosen for their depth of content and to encourage a love of reading.	<b>All Year Round</b>
<b>Key Stage 2</b>	Children progress through the banded books whilst in Year 3 and 4, building up their wider knowledge, vocabulary and reading skills. Any pupils who are not secure in Set 3, by the time they reach Key Stage 2 will receive specifically tailored support through the Read Write Inc. intervention program. This will be needs led and taught in small groups or on a 1:1 basis. Specific books will be used to ensure the content is age appropriate whilst still being decodable.	<b>All Year Round</b>