




St Mary's and All Saints CE Primary School

Progression Map: Reading

Greater detail of this subject's progression can be found in our 'Reading Long Term Plan - Whole School Progression' Document'. Please speak to the school for further information.

Themes

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wisdom	 <p>Development of Decoding, Word Meaning, Retrieval, Prediction, Inference, Explanation, Summarising Skills</p>						
Creation	 <p>Developing ideas, knowledge and skills that are useful and transferable to our Writing</p>						
Love	 <p>An appreciation and Love of Books</p>						

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Overview of Phonics teaching

	Reception	Year 1	Year 2	Key Stage 2
Autumn	Phase 2: s a t p	Phase 4 (Revision plus Y1 NC requirements): Revise Phase 4. Teach adding -s and -es as a plural marker for nouns Teach adding -s and -es as a third person singular marker for verbs Revisit blending of words where -s and -es are added	Phase 5A (Spelling recap): Spellings: choosing from alternative graphemes with the same sound: o/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e Revise reading all common exception words	Phonics teaching will continue as an intervention for those children who still require it.
	Phase 2: l n m d	Phase 4 (Revision plus Y1 NC requirements): Revise Phase 4. Teach adding the suffix -ing to verbs	Phase 5A (Spelling recap): Spellings: choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you) Revise reading all common exception words	
	Phase 2: g o c k	Phase 4 (Revision plus Y1 NC requirements): Revise Phase 4. Teach adding the suffix -ed to verbs Teach adding the suffix -er to verbs to change them to a noun Revisit adding the suffixes -ed and -er to verbs	Phase 5B (Mastery): Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind) Revisit reading the common exception words <i>water, where, who, again</i>	
	Phase 2: c k e u r	Phase 4 (Revision plus Y1 NC requirements): Revise Phase 4. Teach adding the suffix -er to adjectives Teach adding the suffix -est	Phase 5B (Mastery): Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief) Revisit reading the common exception words <i>thought, through, mouse, work</i>	
	Phase 2: h b f ff	Phase 4 (Revision plus Y1 NC requirements): Revise Phase 4. Teach adding the prefix un- to verbs Teach adding the prefix un- to adjectives	Phase 5B (Mastery): Revisit alternative pronunciations of known graphemes for reading: ea (as in head), ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef) Revisit reading the common exception words <i>different, any, eyes</i>	
	Phase 2: l l ss, Reading words with -s ending	Phase 4 (Revision plus Y1 NC requirements): Revise Phase 4. Teach reading words with contractions	Phase 5B (Mastery): Revisit alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) Revisit reading the common exception words <i>friends, once, please</i> Revisit reading all common exception words	
	Phase 3: j v w x	Phase 5A: Teach new graphemes for reading: ay ou ie ea Teach the days of the week	Phase 5C (Mastery): Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap) Revisit reading all common exception words	
	Phase 3: y z zz qu	Phase 5A: Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)	Phase 5C (Mastery): Revisit alternative spellings of phonemes: /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer) Revisit reading all common exception words	
	Phase 3: ch sh th (voiced and unvoiced) ng	Phase 5A: Teach new graphemes for reading: aw wh ph ew (as in blew)	Phase 5C (Mastery): Revisit alternative spellings of phonemes: /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put) Revisit reading all common exception words	
	Phase 3: ai ee igh oa	Phase 5A: Teach new graphemes for reading: ew (as in few) oe au ey Teach new phoneme /zh/	Phase 5C (Mastery): Revisit alternative spellings of phonemes: /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune), /yoo/ (as in stew) Revisit reading all common exception words	
	Phase 3: oo oar or ur	Phase 5A: Teach new graphemes for reading: a-e, e-e, i-e, o-e	Phase 5C (Mastery): Revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Revisit reading all common exception words	
Phase 3: Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	Phase 5A: Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)	Phase 5C (Mastery): Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words		
Spring	Phase 3: ow oi ear air	Phase 5A (Mastery plus Year 1 NC Requirements): Revise new graphemes for reading: ay ou ie ea Revise the days of the week Teach correct use of -nk (NC)	At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements. Note: Y1 NC coverage should also be taught within Year 1 English lessons.	
	Phase 3: ure er. Reading and spelling words containing digraphs and trigraphs	Phase 5A (Mastery plus Year 1 NC Requirements): Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue) Teach correct use of ph (NC)		
	Access and Review Phase 3 work	Phase 5A (Mastery plus Year 1 NC Requirements): Revise new graphemes for reading: aw wh ph ew (as in blew) Teach correct use of -wh (NC)		
	Phase 3 (Mastery): Revisit GPCs and CEW: j v w x, me	Phase 5A (Mastery plus Year 1 NC Requirements): Revise new graphemes for reading: ew (as in few) oe au ey Teach correct use of -tch (NC)		
	Phase 3 (Mastery): Revisit GPCs and CEW: y z zz qu, we, be	Phase 5A (Mastery plus Year 1 NC Requirements): Revise new graphemes for reading: a-e e-e i-e o-e Teach correct use of -ve (NC)		
	Phase 3 (Mastery): Revisit GPCs and CEW: ch sh th ng, he, she	Phase 5A (Mastery plus Year 1 NC Requirements): Revise new graphemes for reading: u-e (as in flute) u-e (as in cube) Revise all Phase 5a) Assess and review correct use of NC letters/suffixes		
	Phase 3 (Mastery): Revisit GPCs and CEW: ai ee igh oa, was, you	Phase 5B: Teach alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he) Teach reading the common exception words <i>water, where, who, again</i>		
Phase 3 (Mastery): Revisit GPCs and CEW: oo ar or ur they, all	Phase 5B: Teach alternative pronunciations of known graphemes for reading: i (as in mind), o (as in no), u (as in unit), u (as in put) Teach reading the common exception words <i>thought, through, mouse, work</i>			

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	Reception	Year 1	Year 2	Key Stage 2
	<p>Phase 3 (Mastery): Revisit GPCs and CEW: ow oi ear air, are, my</p> <p>Phase 3 (Mastery): Revisit GPCs and CEW: ure er, her</p> <p>Phase 3 (Mastery): Assess and review Phase 3 work</p> <p>Phase 3 (Mastery): Assess and review Phase 3 work</p>	<p>Phase 5B: Teach alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her) Teach reading the common exception words many, laughed, because</p> <p>Phase 5B: Teach alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym) Teach reading the common exception words different, any, eyes</p> <p>Phase 5B: Teach alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) Teach reading the common exception words friends, once, please</p> <p>Phase 5B: Assess and review alternative pronunciations of known graphemes for reading Assess and review reading new common exception words and correct use of NC endings</p>		
Summer	<p>Phase 4: CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>Phase 4: CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>Phase 4: CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>Phase 4: CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>Phase 4: CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed endings with no change to the root word</p> <p>Phase 4: CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ing endings with no change to the root word</p> <p>Phase 4 (Mastery): CVCC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3</p> <p>Phase 4 (Mastery): CCVC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3</p> <p>Phase 4 (Mastery): Teach blending of polysyllabic CVCC and CCVC words</p> <p>Phase 4 (Mastery): Teach blending of CCVCC words</p> <p>Phase 4 (Mastery): Teach blending of CCVCC and polysyllabic CCVCC words</p> <p>Phase 4 (Mastery): Teach blending of CCCVCC words</p>	<p>Phase 5C: Teach alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /v/ (as in happy)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /er/ (as in father)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /yoo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)</p> <p>Phase 5C: Teach alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p>		

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Progression Map: Reading

Overview of topics for Guided Reading

Guided Reading in EYFS and Key Stage 1 are taught according to the Phase that the children is needing to learn.

Guided Reading in Key Stage 2 is taught whole class. Although the theme of the week is the same across the Key Stage, the complexity of the text changes.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Phase 2 Books Used: Tap, Tap Sid Did It Pam and Sam Kick It in Kim can Run The Top Pet			Big Bug Bad Bob The Dog Pig Hop! Hop! Hop! Get off the Rug, Sid! Fusspot Bill	Pat Sat Is it? Pop! Is Dan a fan? Bill Fell	Theme: Here We Are. Theme: Roald Dahl – 13 th September is Dahl Day! Theme: Deaf Awareness – 19 th -25 th September is International Week of Deaf People. Theme: Around the World: Russia Theme: Poetry – 5 th October is National Poetry Day. Theme: Black History Month – Michelle Obama. Theme: Black History Month – Abolition of Slavery.	
	Phase 3 Books Used: Bad Cat, Jess Is It Hot? Chips The Long Red Coat You Cannot Run. Yasin! Rocket to the Moon Going Fishing			The Top of the Hut Gang Diggers Mad, Mad, MAD! On Wood Park Farm Teeth At the Fun Fair	Hats Not My Car	Theme: Halloween. Theme: Bonfire Night. Theme: Remembrance. Theme: Awesome Men – 19 th November is International Men's Day. Theme: Best Books of 2023 Theme: Time Travel – 8 th December is Pretend to be a Time Traveller Day. Theme: Christmas.	
	Phase 4 Books used: Cats are Fun! The King's Crown is Missing Just a Duck The Fresh Load Big Trucks The Camping Trip Along the Coast			Dex the Digger Seeing Light and Dark Robbing Hood The Amazon Rainforest Compost Hot Air Balloons	Frog and Toad Go For a Swim In the Garden Stuck! Sleep Tight, Bats. Breeds or Dogs Lunches for Alfred	Theme: New Year Traditions. Theme: Destination – Ethiopia. Theme: Best Books of 2021 v1. Theme: Chinese New Year v1. Theme: Awesome Series – Songs of Magic. Theme: Modern vs Classic Adventure Story 1. Theme: Book Series Beginnings Theme: Best Books of 2022 (2 nd March is World Book Day) Theme: Awesome Women: Malala (8 th March is International Women's Day) Theme: British Science Week Theme: Disability Positivity (21 st March is World Down Syndrome Day) Theme: The Human Body	
	Phase 5 Books used: Neat and Clean Flip Flap Fox Meet the Dolphins Looking at the Stars Ships and Boats The Singing Chef Fantastic Frogs The Magic Clog Dancer Skipper Kipper and the Treasure Chest Climbing Ten Shed Fred Foolish Ostrich Going by Bus The Elephant's Child			Bikes Then and Now The Best Nest Bears Foxes The Frog in the Well Magical Creatures How Will You Get There? Ella's Dragon The Princess and the Pea Space Flight Fantastic Feet Muscat Our City, Our Home A Monster under the Bed Changes - Heating and Cooling	The Royal Choppe Caves The Clink Clank Clunk Planets are Spheres Hunting for the Northern Lights Living in the Best Homes Camping Kit Who Needs Water? Willow Saves the Day Wild Weather Shipwrecks Let's Visit South Africa The Lady with the Lamp The Fire of London	Theme: Books about Cats (April is National Pet Month) Theme: Books into Movies Theme: British History - Tudors (May is Local and Community History Month) Theme: Wild Animal Week - Giraffe (7 th - 13 th May is Be Kind to Animals Week) Theme: Managing Emotions - The Invisible (15 th - 21 st May is Mental Health Awareness Week) Theme: Super Series - Percy Jackson Theme: Environment (5 th June is World Environment Day). Theme: Seaside & Islands (8 th June is World Ocean Day). Theme: Refugees (19 th - 25 th June is Refugee Week). Theme: Adventure. Theme: Global Destinations - Russia. Theme: British Destinations - Cornwall. Theme: Space Exploration (20 th July is the Moon-landing anniversary).	
	Spring						
	Summer						