Linton Mead Reading Journey

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Children will:** **Engage in Rhyme time** Rhyme time explores rhyme to build up a bank of shared language and to develop children's understanding of the world and familiarity with the sounds in words.	**Children will:** Be tuning into Sounds: **s a t p i n m** Tuning into sounds teaches phonological and phonemic awareness through games.	**Children will:** Be tuning into Sounds: **d g o c k e** Tuning into sounds teaches phonological and phonemic awareness through games.	**Children will:** Be tuning into Sounds: **u r h b f l** Tuning into sounds teaches phonological and phonemic awareness through games.	**Children will:** Be tuning into Sounds: **j v w y z qu ch** Tuning into sounds teaches phonological and phonemic awareness through games.	**Children will:** Be tuning into Sounds: **ck x sh th ng nk** Tuning into sounds teaches phonological and phonemic awareness through games.
Reception	**Children will:** **Begin learning Phase 2 graphemes** **s a t p i n m d g o c k ck e u r h b f l** Children will: Learn the Tricky Words: is I the **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	**Children will:** **Continue learning Phase 2 graphemes** **ff ll ss j v w x y z zz qu ch sh th ng nk** • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Children will: Learn the Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be. **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	**Children will:** **Learn phase 3 graphemes** **ai ee igh oa oo oo ar or ur ow oi ear air er** • words with double letters • longer words Tricky words- was you they my by all are sure pure **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	**Children will:** **Review Phase 3** • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Review all tricky words taught so far. **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	**Children will:** **Begin learning Phase 4** Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est New Tricky Words said so have like some come love do were here little says there when what one out today **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	**Children will:** **Complete Phase 4** Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes:– ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Review of all tricky words taught so far **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.
Year 1	**Children will:** Review Phase 3 & 4 **Begin learning Phase 5 graphemes**	**Children will:** **Continue Phase 5 graphemes** /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger	**Children will:** **Continue Phase 5 graphemes** /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow	**Children will:** **Continue Phase 5 graphemes** /ur/ or word /oo/ u oul awful could /air/ are	**Children will:** Review previously taught graphemes in preparation for Phonics Screening Check – no	**Children will:** **Complete Phase 5 graphemes** /ai/ eigh aigh ey ea eight straight grey break /n/ kn

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	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Review tricky words - Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	/ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw New tricky words- their people oh your Mr Mrs Ms ask* could would should our house mouse water want **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup New tricky words- any many again who whole where two school call different thought through friend work **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor New tricky words- once laugh because eye **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	new GPCs or tricky words **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more New tricky words- busy beautiful pretty hour move improve parents shoe **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.
Year 2	**<u>Phase 5 Review</u>** /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	**Children will:** Develop their fluency in reading. Little Wandle Fluency is for children who have completed Little Wandle or another SSP and are secure at reading the final level of decodable books. The programme develops all aspects of reading using a wide range of vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. **Fluency levels 1-5** are for children in Year 2 and above who are reading at a speed of 60–90 words per minute with 90% accuracy. The books are fully decodable once children have been taught some additional GPCs using the 'Complete the code' chart. Lessons are taught in groups of six to ten children. **Word reading** **Children will:** • 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. **Comprehension**				

	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or Tricky words review-people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh**friend **Children will:** Engage in reading practice sessions three times a week. Children read with books that match their secure phonic knowledge. Each reading session a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	**Children will:** • develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 • understand both the books that they can already read accurately and fluently and those that they listen to by: • 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 3	**Children will:** Develop their fluency in reading. Little Wandle Fluency is for children who have completed Little Wandle or another SSP and are secure at reading the final level of decodable books. The programme develops all aspects of reading using a wide range of vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. **Fluency levels 1-5** are for children who are reading at a speed of 60–90 words per minute with 90% accuracy. The books are fully decodable once children have been taught some additional GPCs using the 'Complete the code' chart. Lessons are taught in groups of six to ten children. **Fluency levels 6–10** are for children in Year 3 and above who are reading at a speed of 95–120 words per minute with 90% accuracy. The books are not phonically controlled. Lessons are taught in groups of up to 15 children. **Word reading** **Children will:** • continue to develop their accuracy, automaticity and prosody/expression when reading aloud. • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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. **Comprehension** **Children will:** • develop positive attitudes to reading, and an understanding of what they read, by: 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	

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	• 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: 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 one 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 4	**Children will:** Continue to develop their fluency in reading. The fluency programme develops all aspects of reading using a wide range of vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. **Fluency levels 6–10** are for children who are reading at a speed of 95–120 words per minute with 90% accuracy. The books are not phonically controlled. Lessons are taught in groups of up to 15 children. **Word reading** **Children will:** • continue to develop their accuracy, automaticity and prosody/expression when reading aloud. **Comprehension** **Children will:** • develop positive attitudes to reading, and an understanding of what they read, by: 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: 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 one 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.

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Year 5 and Year 6	**Children will:** Continue to develop their comprehension skills and deepen their understanding of a variety of texts. Children have opportunities for discussions and debates about the texts they are studying. Children spend time analysing texts, identifying author techniques, exploring viewpoints and using evidence from the text to support their ideas. As children move into Year 6 they will also study link texts, to deepen their understanding with the text they are studying; including extracts, non-fiction or poetry to broaden their view. **Word reading** **Children will:** • 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 **Reading comprehension** **Children will:** • maintain positive attitudes to reading and an understanding of what they read by: • 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:** • 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 • 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