

St. Marie's
R.C. Primary School

*Following the
teachings of Christ*

(5 times per year) and children are grouped accordingly.

At the end of each half term, children on track, should be working within the group stated below;						
Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	Group A/B Children are taught their Set 1 sounds <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</i>	Group C Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Ditty Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Secure blending of words with special friends (word time 1.5 and 1.6).	Red Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: <i>put, the, I, no, of, my, for, he</i>	Green Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i>	Green Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds
	At the end of Reception children should be able to; Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Purple	Pink	Orange	Yellow	Yellow	Blue
	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e). Children are taught the rest of the set 3 sounds	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.
	At the end of Year 1 children should be able to; 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. Children can read at a pace of 60 words per minute					
Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 2	Blue	Grey	Grey	Reading Explorers		
	Children to read words containing set 1, 2 and 3 sounds speedily.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.	After RWI, the Reading Explorers program moves the children onto structured comprehensions where children develop vocabulary, fluency and reading skills. This builds from Year 2 onwards with the texts increasing in complexity. This gradual progression builds on reading skills for meaning, inference		

	Read multisyllabic words accuracy and pace.		<i>Children on track for expected will complete the programme at the end of Spring 1.</i>	and retrieval.
	At the end of Year 2 children should be able to; 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. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.			