



Expectations for Early Reading and Phonics

NURSERY (Age 2-3)

End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Enjoy sharing books, songs and rhymes. Look at and point to pictures. Join in with familiar sounds and repeated phrases	Enjoy sharing books, songs and rhymes. Turn pages with support. Join in with familiar words and repeated phrases	Choose favourite books and listen for increasing periods. Name familiar objects and actions in pictures.	Anticipate what happens next in familiar stories and rhymes. Use an increasing range of words when talking about books.	Handle books with growing independence. Talk about pictures and familiar events.	Repeat familiar phrases and recall parts of favourite stories and rhymes

NURSERY (Age 3-4)

End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Enjoy a wide range of stories, songs and rhymes. Recognise familiar stories and repeated refrains. Develop awareness of rhyme and rhythm. Children to be distinguishing between environmental sounds.	Join in with repeated refrains. Develop awareness of environmental sounds and rhyme. Talk about familiar pictures and events. Children are introduced to a sound a week; m,a,s,d,t,i	Listen to longer stories and recall key events. Talk about characters and settings. Develop vocabulary through repeated reading. Children are introduced to a sound a week; n,g,o,c,k,u	Talk about what might happen next. Retell parts of familiar stories. Continue developing vocabulary through discussion. Children are introduced to a sound a week; b,f,e,l,s,sh	Retell familiar stories using pictures, props and story language. Recognise rhyme and begin to hear initial sounds. Children are introduced to a sound a week; r,j,v,y,w,th Sounds will be reviewed in pinny time 5 times each day. Sounds will be fed into CP and activities	Understand that print carries meaning. Follow print conventions with support. Use story language when retelling. Children are introduced to a sound a week; z,ch,qu,x,ng,nk Sounds will be reviewed in pinny time 5 times each day.

SEPT 2026 – SEPT 2027

	Sounds will be reviewed in pinny time 5 times each day. Sounds will be fed into CPA and activities.	Sounds will be reviewed in pinny time 5 times each day. Sounds will be fed into CPS and activities	Sounds will be reviewed in pinny time 5 times each day. Sounds will be fed into CPS and activities		Sounds will be fed into CPS and activities
RECEPTION					
End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Children should be able to read single letter Set 1 sounds.	Children should be able to read all Set 1 sounds; beginning to blend sounds into words orally	Children should be able to blend sounds to read words and begin to read short Ditty stories.	Children should be able to read RED BOOKS.	Children should be able to read GREEN BOOKS and some Set 2 sounds.	Children should be able to read GREEN/PURPLE BOOKS.
For children off track:					
1:1 RWI 'Fast Track Tutoring' with a RWI trained member of staff. Regular pinny time, Fred Games and Speed Minutes. NELI Programme/Talk Boost for Speech and Language Development for early identified children. Access to 'Beloved Books' in reading areas and for group reading. Phonics fed through CP areas.					
Resources sent home:					
- RWI Set 1 flashcards provided to each child. - Speed sound sheet (incorporating four sounds) sent home weekly.	- RWI blending books sent home. - Speed sound sheet (incorporating four sounds) sent home weekly.	- Ditty book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating four sounds) sent home weekly.	- Red Storybook sent home – exactly matched to child's phonetic ability. - Red 'Book Bag' book sent home – exactly matched to child's phonetic ability.	- Green Storybook sent home – exactly matched to child's phonetic ability. - Green 'Book Bag' book sent home – exactly matched to child's phonetic ability.	- Green or Purple Storybook sent home – exactly matched to child's phonetic ability. - Purple 'Book Bag' book sent home – exactly matched to

SEPT 2026 – SEPT 2027

- Wordless books sent home.			- Speed sound sheet (incorporating four sounds) sent home weekly.	- Speed sound sheet (incorporating four sounds) sent home weekly.	child's phonetic ability. Speed sound sheet (incorporating four sounds) sent home weekly.
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YEAR 1

<u>End of Autumn 1</u>	<u>End of Autumn Term</u>	<u>End of Spring 1</u>	<u>End of Spring Term</u>	<u>End of Summer 1</u>	<u>End of Summer Term</u>
Read Purple Storybooks; read some Set 2 sounds	Read Pink Storybooks; read all Set 2 sounds	Read Orange Storybooks; read some Set 3 sounds	Read Yellow Storybooks	Read Yellow Storybooks; read all of Set 3 sounds	Read Blue Storybooks
Resources Sent Home:					
- RWI Set 2/3 flashcards provided to every child. - Purple Storybook sent home – exactly matched to child's phonetic ability. - Purple 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly.	- Pink Storybook sent home – exactly matched to child's phonetic ability. - Pink 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly.	- Orange Storybook sent home – exactly matched to child's phonetic ability. - Orange 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly.	- Yellow Storybook sent home – exactly matched to child's phonetic ability. - Yellow 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly.	- Yellow Storybook sent home – exactly matched to child's phonetic ability. - Yellow 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly.	- Blue Storybook (used in daily phonics session) sent home – exactly matched to child's phonetic ability. - Blue 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly.
For Children Off Track:					

1:1 RWI 'Fast Track Tutoring' with a RWI trained member of staff.
 1:1 Reading with a member of staff.
 Regular 'speed sounds' sessions built in to daily teaching i.e. Pinny Time and Speed Minutes.

YEAR 2					
<u>End of Autumn 1</u>	<u>End of Autumn 2</u>	<u>End of Spring 1</u>	<u>End of Spring 2</u>	<u>End of Summer 1</u>	<u>End of Summer 2</u>
Read Blue Storybooks	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks	Read Grey Storybooks with fluency and comprehension.	Access Accelerated Reader 3.0-3.4	Access Accelerated Reader 3.5-4.0
Resources Sent Home:					
- Blue Storybook sent home – exactly matched to child's phonetic ability. - Blue 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly. - One high-quality story book sent home every week to read and enjoy.	- Blue Storybook sent home – exactly matched to child's phonetic ability. - Blue 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly. - One high-quality story book sent home every week to read and enjoy.	- Grey Storybook sent home – exactly matched to child's phonetic ability. - Grey 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly. - One high-quality story book sent home every week to read and enjoy.	- Grey Storybook sent home – exactly matched to child's phonetic ability. - Grey 'Book Bag' book sent home – exactly matched to child's phonetic ability. - Speed sound sheet (incorporating two sounds) sent home weekly. - One high-quality story book sent home every week to read and enjoy.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.
For Children Off Track:					

SEPT 2026 – SEPT 2027

1:1 RWI 'Fast Track Tutoring' with a RWI trained member of staff.
 1:1 Reading with a member of staff.
 Regular 'speed sounds' sessions built in to daily teaching i.e. Pinny Time and Speed Minutes.
 Reading Fluency activities i.e. Speedy Green Words
 Targeted Comprehension Groups

YEAR 3**End of Autumn 1****End of Autumn 2****End of Spring 1****End of Spring 2****End of Summer 1****End of Summer 2**

Children who are achieving Expected Standard in Reading access an age appropriate, diverse range of books from their class library.
 Children who are working Below the Expected Standard and/or fluency is identified as a barrier to learning are assessed using the PM Benchmarking scheme..
 PM Benchmarking Levels for Year 3 range between Level 21-26. However, lower levels may need to be accessed to match a child's exact reading level as we recognise that this is a stage, not age approach.

Resources Sent Home:

Reading book sent home – exactly matched to child's reading level.

Reading book sent home – exactly matched to child's reading level.

Reading book sent home – exactly matched to child's reading level.

Reading book sent home – exactly matched to child's reading level.

Reading book sent home – exactly matched to child's reading level.

Reading book sent home – exactly matched to child's reading level.

For Children off track:

1:1 RWI 'Fast Track Tutoring' with a RWI trained member of staff for those still on RWI books.
 1:1 Reading with a member of staff.
 Reading Fluency activities
 Targeted Comprehension groups

YEAR 4					
<u>End of Autumn 1</u>	<u>End of Autumn 2</u>	<u>End of Spring 1</u>	<u>End of Spring 2</u>	<u>End of Summer 1</u>	<u>End of Summer 2</u>
Children who are achieving Expected Standard in Reading access an age appropriate, diverse range of books from their class library. Children who are working Below the Expected Standard and/or fluency is identified as a barrier to learning are assessed using the PM Benchmarking scheme. PM Benchmarking Levels for Year 4 range between Level 25-27. However, lower levels may need to be accessed to match a child's exact reading level as we recognise that this is a stage, not age approach.					
Resources Sent Home:					
Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.
For Children off track:					
1:1 RWI 'Fast Track Tutoring' with a RWI trained member of staff for those still on RWI books. 1:1 Reading with a member of staff. Reading Fluency activities Targeted Comprehension groups Beat Dyslexia					

YEAR 5					
<u>End of Autumn 1</u>	<u>End of Autumn Term</u>	<u>End of Spring 1</u>	<u>End of Spring Term</u>	<u>End of Summer 1</u>	<u>End of Summer Term</u>
Children who are achieving Expected Standard in Reading access an age appropriate, diverse range of books from their class library. Children who are working Below the Expected Standard and/or fluency is identified as a barrier to learning are assessed using the PM Benchmarking scheme. PM Benchmarking Levels for Year 5 range between Level 27-28. However, lower levels may need to be accessed to match a child's exact reading level as we recognise that this is a stage, not age approach.					
Resources Sent Home:					
Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.
For Children off track:					
RWI 'Fresh Start' session with a trained member of staff for those still on RWI books. 1:1 Reading with a member of staff. Reading Fluency activities Targeted Comprehension groups Beat Dyslexia					

YEAR 6

<u>End of Autumn 1</u>	<u>End of Autumn Term</u>	<u>End of Spring 1</u>	<u>End of Spring Term</u>	<u>End of Summer 1</u>	<u>End of Summer Term</u>
Children who are achieving Expected Standard in Reading access an age appropriate, diverse range of books from their class library. Children who are working Below the Expected Standard and/or fluency is identified as a barrier to learning are assessed using the PM Benchmarking scheme. PM Benchmarking Levels for Year 6 range between Level 28-29. However, lower levels may need to be accessed to match a child's exact reading level as we recognise that this is a stage, not age approach.					
Resources Sent Home:					
Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.	Reading book sent home – exactly matched to child's reading level.
For Children off track:					
RWI 'Fresh Start' session with a trained member of staff for those still on RWI books. 1:1 Reading with a member of staff. Reading Fluency activities Targeted Comprehension groups Beat Dyslexia					