

**St John & St James' C of E Primary School**  
**EYFS and KS1 Reading Pathway**



		Autumn	Spring	Summer
	Overview of provision			
	Daily: Auditory blending & segmentation Reading through continuous provision, talk for writing shared text, story time, reading through play Home readers changed (Tue & Fri)			
Nursery	B A E	Phonics: early phonological games & activities	Phonics: early phonological games & activities	Phonics: early phonological games & activities
	A E	Reading: shared stories Phonics: early phonological games & activities	Reading: shared stories Phonics: early phonological games & activities	Reading: shared stories Phonics manual 1 <b>m, a, s, d, t, i, n, p, g, o c, k,</b>
Reception	Overview of provision			
	Daily: phonics, guided reading, reading through continuous provision, talk for writing shared text, story time, reading through play Home reader changed (Tue & Fri)			
Reception	BA E	Reading: lilac  Phonics: manual 1	Reading: pink Kinder: Phonics: manual 1	Reading: red Kinder: 4-13 Phonics: manual 1
	AE	Reading: pink  Phonics: manual 1 <b>Autumn 1:</b> <b>m, a, s, d, t, i, n, p, g, o</b> <b>Red words:</b> I, the, my, she, be, he, me  <b>Autumn 2:</b> <b>c, k, u, b, f, e, l, h, sh, r</b>  <b>Red words:</b> all, are, was, said, into, of, to	Reading: red/yellow Kinder: 4-13 Phonics: manual 1/2 <b>Spring 1:</b> <b>ch, j, v, y, th, q, ng, x, nk</b> <b>Red words:</b> no, go, like, you, we  <b>Spring 2:</b> <b>a-e, ee, i-e, o-e, oo, ar, c (soft), ou, ay, ea</b> <b>Red words:</b> come, some, your, they, them, then, this	Reading: yellow/blue Kinder: 13-22 Phonics: manual 2 <b>Summer 1:</b> <b>ar, c, ou, ay, ea, or</b> <b>Red words:</b> have, one, there, do, so, what, when, were, out, about, little <b>Summer 2</b> Consolidate sounds from manual 2 <b>Red words:</b> oh, could, their, people, Mr, Mrs, looked, called, asked

<p><b>LITERACY ELGs</b></p> <p>Children at the expected level of development [by the END of reception] will:</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
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Year 1		Overview of provision		
X 4: reading sessions including phonics (60 mins) Daily cross-curricular opportunities, story time, home reader changed (Tue & Fri)				
BA E	Book Band: yellow Roots: ss11-20 (blue) Phonics: manual 1	Book Band: blue Roots: ss21-25 (yellow) Phonics: manual 2	Book Band: green Roots: ss26 -31 (green) Phonics: manual 2	Book Band: green Roots: ss26 -31 (green) Phonics: manual 2
AE	Book Band: blue Roots: ss17-25 (yellow) Phonics: manual 2	Book Band: green/orange Roots: ss26 -37 (green) Phonics: manual 2	Book Band: turquoise Roots: ss38 -43 (purple) Phonics: manual 3	Book Band: turquoise Roots: ss38 -43 (purple) Phonics: manual 3
GD	Book Band: green/ orange Roots: ss26 -37 (green) Phonics: manual 2 (review)	Book Band: turquoise Roots: ss38 -48 (purple) Phonics: manual 3	Book Band: purple/ gold Wings 1 Vocabulary	Book Band: purple/ gold Wings 1 Vocabulary
Year 2		Overview of provision		
X 4: reading sessions including phonics (60 mins) Daily cross-curricular opportunities, story time, home reader changed (Tue & Fri)				
BA E	Book Band: orange Roots: ss32 -37 (green) Phonics: manual 2	Book Band: turquoise Roots: ss38 -43 (purple) Phonics: manual 3	Book Band: purple Roots: ss44-48 (purple) Phonics: manual 3	Book Band: purple Roots: ss44-48 (purple) Phonics: manual 3
AE	Book Band: purple Roots: ss44-48 (purple) Phonics: manual 3	Book Band: gold/white Wings 1/2 Phonics: manual 3	Accelerated reading Wings 2/3 Vocabulary	Accelerated reading Wings 2/3 Vocabulary
GD	Accelerated reading Wings 2 Vocabulary	Accelerated reading Wings Vocabulary	Accelerated reading Wings Vocabulary	Accelerated reading Wings Vocabulary
<p>Children at the end of key Stage 1 are expected to:</p> <p><b><u>Word Reading</u></b></p> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>- Uses skills of decoding to read fluently.</li> <li>- Reads accurately by blending, including alternative sounds for graphemes.</li> <li>- Reads multi-syllable words containing known graphemes.</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>- Discusses and clarifies meaning of words linking new meanings to known vocabulary.</li> <li>- Discusses favourite words and phrases.</li> <li>- Checks the text makes sense whilst reading and corrects inaccuracies.</li> </ul> <p><b>Sight Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Reads exception words noting unusual correspondences.</li> </ul> <p><b>Root words/ prefixes &amp; suffixes</b></p> <ul style="list-style-type: none"> <li>- Reads words containing common suffixes and uses morphology such as prefixes to work out the meaning of new words.</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Deduction</b></p> <ul style="list-style-type: none"> <li>- Discusses the sequence of events in books and how items of information are related.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- Draws on own experience and info and vocab shared by teacher.</li> <li>- Makes inferences based on what characters say and do in the text.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- Refers to what has happened so far in the text to make predictions.</li> <li>- Recognises simple recurring literary language in stories and poetry.</li> </ul> <p><b>Purpose/Evaluation</b></p> <ul style="list-style-type: none"> <li>-Understands how and why non-fiction books are structured in different ways.</li> </ul> <p><b><u>Being a reader</u></b></p> <p><b>Fluency</b></p>				



- Reads most words quickly and accurately without overt sounding and blending.
- Reads 75-100 words per minute

**Range of Reading**

- Develops familiarity with a wide range of stories, fairy stories and traditional tales.
- Listens to, discusses views about a wide range of contemporary & classic poetry, stories and non-fiction at a level beyond that at which they can read.

**Discussing reading**

- Explains and discusses books, poems and other works they have read themselves and have had read to them-listening to others too.

**Year 1: Once off roots books**

Chanting Rhymes  
Spider spins a web  
The acorn  
The pig in the pond  
Night Monkey  
Lazy Jack  
The Great Grizzly Race  
Stone soup  
Hey! You! Gordon Goat

Boots in Mud  
The giant snowball mystery  
Finlay's perfect pet  
Kind Kitty  
Crocs and Rocks  
Sticking power  
The secret of Loch Ness  
Oodles of Noodles  
Beetles around the world  
Reptiles break rules