Reading Medium Term Planning

Reception

EYFS Curriculum Guidance Development Matters (Reception)
• Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Autumn

Topics	Length
The Great Outdoors & Knowing Yourself	12 weeks

Small Steps
• Reading individual letters by saying the sound for them. • Orally blend for reading and segment for spelling VC and CVC words • To connect the correct phoneme to its grapheme • Read simple phrases and sentences made up of words with known letter – sound correspondences and a few exception words.

GES Simply Letters and Sounds Aut 1 Small Steps

Phonics teaching must start promptly in Reception classes, week 2 of the Autumn term at the very latest. Within each week Monday to Thursdays are teaching day and Friday is a revision day.

Children entering Reception will:

- have had a wealth of opportunities to develop their speaking and listening skills
- have had experience in orally segmenting and blending words
- be able to recognise spoken words that rhyme and provide a string of rhyming words.

	1	2	3	4	5	6
Practise	Practise oral blending and segmenting VC and CVC words Practise the graphemes and phonemes learned so far	Practise oral blending and segmenting briefly with the VC and CVC words from set 1 Practise the graphemes and phonemes learned so far Practise blending to read words Practise segmenting to spell words Quick write graphemes/words learned so far (dictation)	Practise oral blending and segmenting briefly with the VC and CVC words from sets 1 and 2 Practise the graphemes and phonemes learned so far Practise blending to read words Practise segmenting to spell words Quick write graphemes/words learned so far (dictation) Revise HFW taught so far	Practise oral blending and segmenting briefly with the VC and CVC words from sets 1, 2 and 3 Practise the graphemes and phonemes learned so far Practise blending to read words Practise segmenting to spell words Quick write graphemes/words learned so far (dictation)	Practise oral blending and segmenting briefly with the VC and CVC words from sets 1, 2 ,3 and 4 Practise the graphemes and phonemes learned so far Practise blending to read words Practise segmenting to spell words Quick write graphemes/words learned so far (dictation)	Practise oral blending and segmenting briefly with the VC and CVC words with letters taught thus far Revise sets 1-5 letters Practise recognition for reading and recall for spelling Quick write graphemes/words
Teach	s a t p Teach blending for reading Note for teachers: The sounds represented by s in **as**, **is**, **has** and **his** should not cause problems at this stage, especially as children will no learn the letter z until several weeks	i n m d Teach blending for reading and segmenting for spelling words	g o c k Teach blending for reading and segmenting for spelling words Reading and writing captions/simple sentences	ck e u r Explain the use of ck at the end of words Teach blending for reading and segmenting for spelling words Reading and writing captions/simple	h b f ff The sound represented by f in **of**, should not cause problems at this stage, especially as children will not learn the letters v until several weeks	Revision of all letter sets taught this half- term

	later. Note that /s/articulated as /z/, apart from the fact that /s/ is unvoiced and /z/ is voiced.			sentences Reading and spelling two-syllable	later. Note that /f/ is articulated in the same way as /v/, apart from the fact that /f/ is unvoiced and /v/ is voiced. Introduce two syllable-words e.g. sun/set for reading. Explain ff at the end of words. Teach blending for reading and segmenting for spelling words Reading and writing captions/simple sentences Reading and spelling two-syllable	
Tricky words	No tricky words are taught this week. **at**	No tricky words Children practise blending and reading **is, it, in, and**	No tricky words Practise blending and reading HFW	Teach reading and spelling tricky words **to** and **the**	Teach reading and spelling tricky words **no, go, I, into**	Revise all the tricky words.

GES Simply Letters and Sounds Aut 2
Small Steps

Last half term children will have been taught:

- GPC correspondences for each grapheme in letter sets 1-5
- Taught how to blend and segment for reading and spelling VC and CVC words.
- Read HFW
- Read and spell tricky words: to, the, no, go, I, into
- Read decodable text: captions and sentences
- Had a go at writing captions and simple sentences
- Read decodable books aligned to children's phonics attainment.

In the main, within each week, Monday to Thursday are teaching days and Friday is a revision day. The sixth week includes revision and

assessment.						
	1	2	3	4	5	6
Practise / apply /consolidation	Practise all previously learned graphemes and sounds from Set 1, 2, 3, 4 and 5. Practise recognition for reading and recall for spelling. Quick write letters learned so far. Practise reading and spelling HFW and tricky words learned so far . Practise oral blending and segmenting of VC and CVC words. Blending and segmenting of two-syllable words. Practise blending for reading and segmenting for spelling. Practise reading and writing sentences.	Practise all previously learned graphemes from Phase 2. Practise recognition for reading and recall for spelling. Quick write letters learned so far. Practise reading and spelling HFW and tricky words learned so far. Practise oral blending and segmenting of VC, CV and CVC words. Blending and segmenting of two-syllable words. Practise blending for reading and segmenting for spelling. Practise reading and writing sentences.	Practise all previously learned graphemes from Phase 2 and set 6 from Phase 3. Practise recognition for reading and recall for spelling. Quick write letters learned so far. Practise reading and spelling HFW and tricky words learned so far. Practise oral blending and segmenting of VC, CV and CVC words. Blending and segmenting of two-syllable words. Practise blending for reading and segmenting for spelling. Practise reading and writing sentences.	Practise all previously learned graphemes from Phase 2 and sets 6 & 7 from Phase 3 Practise recognition for reading and recall for spelling Quick write letters learned so far. Practise reading and spelling HFW and tricky words. Practise oral blending and segmenting of VC, CV and CVC words. Blending and segmenting of two- syllable words. Practise blending for reading and segmenting for spelling. Practise reading and writing sentences	Practise all previously learned graphemes from Phase 2 and sets 6 &7 from Phase 3 Practise recognition for reading and recall for spelling Quick write letters learned so far. Practise reading and spelling HFW and tricky words. Practise oral blending and segmenting of VC, CV and CVC words Blending and segmenting of two- syllable words Practise blending for reading and segmenting for spelling Practise reading and writing sentences	Revision of all GPCs taught from weeks 1 to 5.

Teach	l ll ss Note: There are only three graphemes to teach this week.	Beginning of Phase 3 j, v, w, x	y, z, zz qu	ch, sh, th, ng	ai ee igh oa	Revision of all the graphemes taught this half-term
Tricky words	Revise reading and spelling all the tricky words from Phase 2.	Revise reading and spelling all the tricky words from Phase 2.	Teaching reading and spelling of tricky words **he, she**	Teach reading and spelling tricky words **we, me, be**	Teach reading and spelling tricky words **was**	Revision of all HFW and tricky

Communication and Language Small Steps
• Articulate their ideas and thoughts in well-formed sentences. • Start a conversation with an adult or a friend and continue it for many turns. • To begin to be able to take part in small group discussions using new vocabulary. • To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To become more confident in using tenses in the correct context.

Weekly Focus Writing Text											
1	2	3	4	5	6	7	8	9	10	11	12
Where the Wild Things Are by Maurice Sendak			Anansi by Gerald McDermott			Look up! By Nathan Bryon And Dapo Adeola			Halibut Jackson by David Lucas		

Spring

Topics	Length

Talents and powers & Sowing a Seed	12 weeks

Small Steps

- To recognise and read diagraphs
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Re-read what they have written to check that it makes sense.
- Blend to read two-syllable words and segment to spell two-syllable words.

GES Simply Letters and Sounds Sp 3
Small Steps

Last half term children will have been taught:
• Children would have been taught all the graphemes in phase 2, two additional sets from phase 3, four additional consonant digraphs and four vowel digraphs
• Taught how to blend and segment for reading VC, CV and CVC words
• Read HFW
• Read and spell tricky words: I, to, go, no, the, into, he, she, we, me, be, was
• Read and spell two syllable words.
• Read decodable texts: Sentences and decodable books aligned to children's phonics attainment
• Write sentences using the newly taught graphemes

	1	2	3	4	5	6
Practise / apply /consolidate	Practise all previously learnt graphemes from Phases 2 and 3 Quick write graphemes learned so far (dictation) Practise reading and spelling tricky words Practise oral blending and segmenting of VC, CV and CVC words – if needed Oral blending and segmenting of two- syllable words – if needed Practise blending	Practise all previously learnt graphemes from Phases 2 and 3 Quick write graphemes learned so far (dictation) Practise reading and spelling tricky words Practise oral blending and segmenting of VC, CV and CVC words – if needed Oral blending and segmenting of two- syllable words – if needed Practise blending	Practise all previously learnt graphemes from Phases 2 and 3 Quick write graphemes learned so far (dictation) Practise reading and spelling tricky words Practise oral blending and segmenting of VC, CV and CVC words – if needed Oral blending and segmenting	Practise all previously learnt graphemes from Phases 2 and 3 Quick write graphemes learned so far (dictation) Practise reading and spelling tricky words Practise oral blending and segmenting of VC, CV and CVC words – if needed Oral blending and segmenting of	Practise all previously learnt graphemes from Phases 2 and 3 Quick write graphemes learned so far (dictation) Practise reading and spelling tricky words Practise oral blending and segmenting of VC, CV and VC words – if needed Oral blending and segmenting	Revision of all GPCs taught from weeks 1 to 3 and combination of two Phase 3 graphemes.

	for reading and segmenting for spelling words Practise reading and spelling two syllable words Practise reading and writing sentences	for reading and segmenting for spelling words Practise reading and spelling two syllable words Practise reading and writing sentences	of two- syllable words – if needed Practise blending for reading and segmenting for spelling words Practise reading and spelling two syllable words Practise reading and writing sentences	two- syllable words – if needed Practise blending for reading and segmenting for spelling words Practise reading and spelling two syllable words Practise reading and writing sentences	of two- syllable words – if needed Practise blending for reading and segmenting for spelling words Practise reading and spelling two syllable words Practise reading and writing sentences	
Teach	oo (both long and short) ar or ur	ow oi ear	air ure er	No new graphemes taught this week. Focus is on practising reading and spelling two syllable words , using graphemes from Phase 3 Practising reading and writing sentences.	No new graphemes taught this week. Focus is on practising reading and spelling two syllable words , using graphemes from Phase 3 Practising reading and writing sentences.	No new graphemes taught this week. Focus is on practising reading and spelling two syllable words , using graphemes from Phase 3 Practising reading and writing sentences.
Tricky words	Teach reading and spelling tricky words **my,** you	Teach reading and spelling tricky words **they**	Teach reading and spelling tricky words **her**	Teach reading and spelling tricky words **all, are**	Revise all the tricky words – children are expected to be able to spell them as well read them	Revise all the tricky words – children are expected to be able to spell them as well as read them

GES Simply Letters and Sounds Sp 4
Small Steps

Last half term children will have been taught:

- Children would have been taught all the graphemes in Phases 2 and 3
- Taught how to blend for reading and segment for spelling VC, CV and CVC words
- Read and spell two syllable words
- Read and spell HFW
- Read and spell tricky words: I, to, go, no, the, he, she, we, me, be, was, my, you, they, her, all, are
- Reading decodable texts: Sentences and decodable books aligned to pupils' phonics attainment
- Writing sentences

	1	2	3	4	5	6
Practise / apply /consolidate	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling Quick write graphemes Practise reading and spelling HFW and tricky words Practise oral bending and segmenting of VC, CV and CVC words Oral blending and segmenting of two - syllable words Practise reading and spelling two syllable words Practise reading and writing sentences	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling Quick write graphemes Practise reading and spelling HFW and tricky words Practise oral bending and segmenting of VC, CV and CVC words Oral blending and segmenting of two - syllable words Practise reading and spelling two syllable words Practise reading and writing sentences	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling Quick write graphemes Practise reading and spelling HFW and tricky words Practise oral bending and segmenting of VC, CV, CVC, CVCC words Oral blending and segmenting of two- syllable words Practise reading and spelling of polysyllabic words with adjacent consonants Practise reading and writing	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling Quick write graphemes Practise reading and spelling HFW and tricky words Practise oral bending and segmenting of VC, CV, CVC, CVCC words Oral blending and segmenting of two- syllable words Practise reading and spelling of polysyllabic words with adjacent consonants Practise reading and writing sentences	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling Quick write graphemes Practise reading and spelling HFW and tricky words Practise oral bending and segmenting of VC, CV, CVC, CVCC words Oral blending and segmenting of two- syllable words Practise reading and spelling of polysyllabic words with adjacent consonants Practise reading and writing sentences	Revision and assessment week.

			sentences			
Teach	Review Phase 3 as per pupils' needs	Read and spell CVCC words using letters 1-7, Phase 4 begins	CVCC words using Phase 3 graphemes	Teach reading and spelling polysyllabic words	Teach compound words using Phase 3 graphemes	Consolidate less familiar GPCs with Phase 4 wor
Tricky words	Revise all tricky words taught in Phase 3 as per pupils' needs.	Teach reading and spelling of tricky words **said, so**	Teach tricky words **have, like, some, come**	Teach tricky words **were, there, little, one**	Teach tricky words **do, when, out, what**	Revise all tricky words taught in Phase 4 as per pupils needs.

Communication and Language Small Steps
• To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have heard. • To be able to take part in small group discussions using new vocabulary. • To retell familiar stories using their own words or phrases from the book

Weekly Focus Writing Text											
1	2	3	4	5	6	7	8	9	10	11	12
Magic Paintbrush by Julia Donaldson and Joel Stewart			Little Red by Lynn Roberts and David Roberts			The Tiny Seed by Eric Carle			I Will Not Ever Eat A Tomato by Lauren Child		

Summer

Topics	Length
Strength of Mind & Family & Friends	12 weeks

Small Steps
• To recognize and read diagraphs within phase 3. • To be able read phase 4 common exception words. • Read words consistent with their phonic knowledge by sound blending. • Read and spell polysyllabic and compound words

GES Simply Letters and Sounds Sum 5
Small Steps

Last half term children will have been taught:
• Children would have been taught all the graphemes in Phases 2 and 3
• Taught how to blend for reading and segment for spelling VC, CV and CVC words
• Taught to read and spell CVCC words using Phases 2ad 3 graphemes
• Read and spell polysyllabic and compound words
• Read and spell HFW
• Read and spell tricky words said, so, have, like, some, come, were, there, little, one, do, when, out, what
• Reading decodable texts: Sentences and decodable books aligned to pupils' phonics attainment
• Writing sentences.

	1	2	3	4	5	6
Practise / apply /consolidate	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling words Quick write graphemes Practise reading and spelling HFW of tricky words Practise oral blending and segmenting of CVCC, CCVC, CCVCC words Practise reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes Oral blending and segmenting of two - syllable words Practise reading	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling words Quick write graphemes Practise reading and spelling HFW of tricky words Practise oral blending and segmenting of CVCC, CCVC, CCVCC words Practise reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes Oral blending and segmenting of two - syllable words Practise reading and spelling of polysyllabic and	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling words Quick write graphemes Practise reading and spelling HFW of tricky words Practise oral blending and segmenting of CVCC, CCVC, CCVCC words Practise reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes Oral blending and segmenting of two - syllable words Practise reading	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling words Quick write graphemes Practise reading and spelling HFW of tricky words Practise oral blending and segmenting of CVCC, CCVC, CCVCC words Practise reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes Oral blending and segmenting of two	Practise recall and recognition of Phases 2 and 3 graphemes Practise recognition for reading and recall for spelling words Quick write graphemes Practise reading and spelling HFW of tricky words Practise oral blending and segmenting of CVCC, CCVC, CCVCC words Practise reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes Oral blending and segmenting of	Revision and assessment week.

	and spelling of polysyllabic and compound words Practise reading and writing sentences	compound words Practise reading and writing sentences	and spelling of polysyllabic and compound words Practise reading and writing sentences	- syllable words Practise reading and spelling of polysyllabic and compound words Practise reading and writing sentences	two - syllable words Practise reading and spelling of polysyllabic and compound words Practise reading and writing sentences	
Teach	CVCC words with Phase 3 graphemes	CVCC words with Phase 3 graphemes	Polysyllabic words CVCC, CCVC, CCVCC. Compound words	CCVCC words	CCVCC words and polysyllabic words	Revision of CVCC, CCVC Phase 2 and 3 graphemes, Polysyllabic words, CCVCC words using Phase 3 graphemes
Tricky words	Revise all tricky words taught in Phase 4 as per pupils needs.	Revise all tricky words taught in Phase 4 as per pupils needs.	Revise all tricky words taught in Phase 4 as per pupils needs.	Revise all tricky words taught in Phase 4 as per pupils needs.	Revise all tricky words taught in Phase 4 as per pupils needs.	Revise all tricky words taught in Phase 4 as per pupils needs.
GES Simply Letters and Sounds Sum 6 Small Steps						
	1	2	3	4	5	6

Communication and Language Small Steps
• To be able to talk about fiction and non-fiction books using new knowledge and vocabulary. • Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate. • Express themselves using full sentences, including use of past, present and future tenses. • To be able to use conjunctions, with some modelling and support from the teacher. • To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify understanding.

Weekly Focus Writing Text											
1	2	3	4	5	6	7	8	9	10	11	12
Willy the Wimp by Anthony Browne			The Night Pirates by Pete Harris and Deborah Allwright			So Much by Trish Cooke and Helen Oxenbury			Oi! Frog by Kes Gray and Jim Field		