

Foundations for Phonics



Children reading at this level will use wordless books to establish book behaviours, book talk and to grow their vocabulary. They will show interest in the activity of reading and will be able to talk about pictures in a story. They will comment on characters in the story and begin to discuss how they might be feeling. They will begin to sequence events in the story from the pictures.

Phase 2 Set 1



Children reading at this level will begin to understand simple story conventions such as the title, characters, beginning and end, and will show an awareness of events in stories and rhymes with which they are familiar. Children will be able to ask and answer simple questions about a story they have heard. They will read books containing the following: **s,a,t,p,i,n** and blend CVC words e.g. *sat, man*. They may need support tracking the text using their finger. There will be no tricky words in these books.

Phase 2 Set 2



Children reading at this level will begin to understand simple story conventions such as the title, characters, beginning and end, and will show an awareness of events in stories and rhymes with which they are familiar. Children will be able to ask and answer simple questions about a story they have heard. They will read books containing the following: **s,a,t,i,p,n,m,d** and blend CVC words e.g. *hug, red*. These books will contain -s for plurals and present tense verbs. There will be no tricky words in these books.

Phase 2 Set 3



Children reading at this level will have a good understanding that words, symbols and pictures convey meaning. They will read repetitive phrases in well-known stories and be able to recognise and indicate the main character or event in a familiar text. Children will link events in stories to their own experiences. Children will have a good understanding of rhyme and will identify odd words out in a rhyming string. They will read books containing the following new sounds: **g,o,c,k,ck** and blend words e.g. *hug, red, peck*. They will recognise and read tricky words: **and, is, the**.

Phase 2 Set 4



Children reading at this level will be able to answer simple questions about what they have read. They will make links to their own experiences and begin to discuss their favourite stories. They will make predictions about what they think might happen next based on the pictures in the story. They will read books containing the following new sounds: **e,u,r,h,b,f,ff,l,ll,ss** and sound out and blend at least five words. They will recognise and read tricky words: **is, I, the, and, put, pull, full, as, his, has, her, no, go.**

Phase 2 Set 5



Children reading at this level will be able to answer simple questions about what they have read. They will make links to their own experiences and begin to discuss their favourite stories. They will make predictions about what they think might happen next based on the pictures in the story. They will read books containing the following new sounds: **j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk** and sound out and blend at least seven words. They will recognise and read tricky words: **is, I, the, and, put, pull, full, her, no, go, to, into, she, push, he, of, we, me, be.**

***Phase 2 books should be read in order**

Phase 3 Set 1



Children reading at this level will recall most parts of a familiar text and understand the pattern of events in familiar and traditional stories. They will make simple predictions and be able to pick out the theme of simple texts. Children will notice things and ask questions about books they read, and will begin to make simple inferences, such as who is speaking in the story or how a character is feeling. They will be able to tell you something about characters and events using pictures and information from text. Children will express what they think about a text and begin to give a reason, which may be mainly linked to their own experiences. They will be able to pause at full stops but may need some prompting. They will read books with longer words, including a range of digraphs: **ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er** and words with double letters: **dd,mm,tt,bb,rr,gg,pp,nn,cc**. Children will be able to sound out and blend at least 12 words, including compound words e.g carpark. They will recognise and read the new tricky words: **was, you, my, by, all, are, sure, pure.**

Phase 3 Set 2



Children reading at this level will recall most parts of a familiar text and understand the pattern of events in familiar and traditional stories. They will make simple predictions and be able to pick out the theme of simple texts. Children will notice things and ask questions about books they read, and will begin to make simple inferences, such as who is speaking in the story or how a character is feeling. They will be able to tell you something about characters and events using pictures and information from text. Children will express what they think about a text and begin to give a reason, which may be mainly linked to their own experiences. They will be able to pause at full stops but may need some prompting. They will read books with longer words, including a range of digraphs: **ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er** and words with more than one digraph, e.g shimmer. Children will be able to sound out and blend at least 12 words, including compound words e.g popcorn. They will read words ending in **-es** and **-ing**. They will recognise and read the tricky words: **I, the, put, pull, full, and, no, go, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure.**

***Phase 3 book sets can be read in any order**

Phase 4 Set 1



Children reading at this level will be developing in fluency and increasing their reading stamina. They will be reading words automatically without sounding them out in order. They will be reading words with **adjacent consonants and short vowels**. Children will begin to self-correct and check meaning. They will start to read with some expression. In comprehending texts, children will begin to make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. With support they will be able to give plausible reasons why an author might have chosen a particular word (e.g. because it rhymes, or is a describing word). They will recognise and read the new tricky words: **said, so, have, come, love, do, were, here, little, says, there, when, what, one, out, today.**

Phase 4 Set 2



Children reading at this level will be developing in fluency and increasing their reading stamina. They will be reading words automatically without sounding them out in order. They will be reading words with **adjacent consonants and long vowels**. Children will begin to self-correct and check meaning. They will start to read with some expression. In comprehending texts, children will begin to make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. With support they will be able to give plausible reasons why an author might have chosen a particular word (e.g. because it rhymes, or is a describing word). They will recognise and read the new tricky words: **said, so, have, come, love, do, were, here, little, says, there, when, what, one, out, today.**

***Phase 4 book sets can be read in any order**

Phase 5 Set 1



Children reading at this level will quickly segment and blend phonically decodable words within longer sentences containing digraphs and trigraphs. They will be reading words with increasing automaticity and fluency, without sounding out. They will be able to read words containing 2 or more syllables and read words with different suffixes (e.g. ed, ing, ful). **They will recognise GPCs with more than one pronunciation, e.g. cow/low.** Children will begin to self-correct and check meaning. They will be able to read with expression when they see a ! or ?. In comprehending texts, children will make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. Children will be able to name features of a fiction and non-fiction book, e.g. title, contents, glossary, blurb and they will be able to use a contents page to find information. They will begin to recognise that texts can be set in different times and places. They will read books containing the following sounds: **ai/ay play, ow/ou cloud, oi/oy toy, ee/ea each, ur/ir bird, igh/ie pie, oo/yoo/ue blue rescue, yoo/u unicorn.** They will recognise and read tricky words: **I, the, put, pull, full, no, go, to, into, she, push, he, of, we, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out.**

Phase 5 Set 2



Children reading at this level will quickly segment and blend phonically decodable words within longer sentences containing digraphs and trigraphs. They will be reading words with increasing automaticity and fluency, without sounding out. They will be able to read words containing 2 or more syllables and read words with different suffixes (e.g. ed, ing, ful). **They will recognise GPCs with more than one pronunciation, e.g. cow/low.** Children will begin to self-correct and check meaning. They will be able to read with expression when they see a ! or ?. In comprehending texts, children will make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. Children will be able to name features of a fiction and non-fiction book, e.g. title, contents, glossary, blurb and they will be able to use a contents page to find information. They will begin to recognise that texts can be set in different times and places. They will read books containing the following sounds: **oa/o go, igh/i tiger, 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.** They will recognise and read the new tricky words: **their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want.**

Phase 5 Set 3



Children reading at this level will quickly segment and blend phonically decodable words within longer sentences containing digraphs and trigraphs. They will be reading words with increasing automaticity and fluency, without sounding out. They will be able to read words containing 2 or more syllables and read words with different suffixes (e.g. ed, ing, ful). **They will recognise GPCs with more than one pronunciation, e.g. cow/low.** Children will begin to self-correct and check meaning. They will be able to read with expression when they see a ! or ?. In comprehending texts, children will make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. Children will be able to name features of a fiction and non-fiction book, e.g. title, contents, glossary, blurb and they will be able to use a contents page to find information. They will begin to recognise that texts can be set in different times and places. They will read books containing the following sounds: **ee/y funny, e/ea head, w/wh wheel, oa/oe/ou toe shoulder, igh/y fly, oa/ow 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.** They will recognise and read new tricky words: **water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work.**

Phase 5 Set 4



Children reading at this level will quickly segment and blend phonically decodable words within longer sentences containing digraphs and trigraphs. They will be reading words with increasing automaticity and fluency, without sounding out. They will be able to read words containing 2 or more syllables and read words with different suffixes (e.g. ed, ing, ful). **They will recognise GPCs with more than one pronunciation, e.g. cow/low.** Children will begin to self-correct and check meaning. They will be able to read with expression when they see a ! or ?. In comprehending texts, children will make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. Children will be able to name features of a fiction and non-fiction book, e.g. title, contents, glossary, blurb and they will be able to use a contents page to find information. They will begin to recognise that texts can be set in different times and places. They will read books containing the following sounds: **ur/or word, oo/u/oul awful would, air/are/ear/ere share bear there, or/au/aur/or/al author dinosaur floor walk, ch/tch/ture match adventure, ar/al/ a half father, or/a water, o/a want, ur/ear learn, r/wr wrist, s/st/sc whistle science, c/ch school, sh/ch chef, z/ze freeze.** They will recognise and read new tricky words: **friend, work, once, laugh, because, eye.**

Phase 5 Set 5



Children reading at this level will quickly segment and blend phonically decodable words within longer sentences containing digraphs and trigraphs. They will be reading words with increasing automaticity and fluency, without sounding out. They will be able to read words containing 2 or more syllables and read words with different suffixes (e.g. ed, ing, ful). **They will recognise GPCs with more than one pronunciation, e.g. cow/low.** Children will begin to self-correct and check meaning. They will be able to read with expression when they see a ! or ?. In comprehending texts, children will make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. Children will be able to name features of a fiction and non-fiction book, e.g. title, contents, glossary, blurb and they will be able to use a contents page to find information. They will begin to recognise that texts can be set in different times and places. They will read books containing the following sounds: **ai/eigh/aigh/ey/ea eight straight grey break, n/kn/gn knee gnaw, m/mb thumb, ear/ere/eer here deer, zh/su/si treasure vision, j/dge/ge bridge large, i/y crystal, sh/ti/ssi/si/ci potion mission mansion delicious.** They will recognise and read new tricky words: **busy, beautiful, pretty, hour, move, improve, parents, shoe.**

***Phase 5 book sets can be read in any order**