




Reading Policy

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR): 

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Intent

At Princess May Primary, we believe reading is vital for every child. It is our responsibility to ensure all pupils are taught how to read, understand and enjoy what they read, and make meaningful connections to their lives.

We teach reading through word recognition and comprehension. Good comprehension develops through exposure to high-quality discussion, vocabulary instruction, stories, poems and non-fiction texts. Our goal is for most decoding skills to be secured by the end of KS1 so pupils can enter KS2 able to access a broad range of age-appropriate texts.

Children read widely across fiction and non-fiction, gaining knowledge and developing a love of reading. All pupils read daily at home and sign a Reading Pledge with their families. Reading is embedded across the curriculum and celebrated through events, author visits, library engagement and termly reading initiatives.

Implementation

By the end of primary school, all pupils should read fluently and confidently across subjects.

Expected progression:

- Nursery – Set 1 sounds introduced by Summer
- Reception – Green level (some Set 2)
- Year 1 – Yellow level (all Set 3)
- Year 2 – Grey level
- KS2 – Age-appropriate texts/core texts

Princess May prioritises early reading. Therefore:

- Daily phonics is taught with fidelity to RWI in Reception and KS1.
- Children read books matched to the sounds they know.
- Slowest progress pupils receive additional practice daily.
- All children from Year 3 upwards read age-appropriate books.
- Teachers instil a love of great stories and poems.
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Impact

By focussing on the teaching of reading and using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Hackney Education cross-school moderation to ensure secure teacher judgements.
- Half-termly phonics and reading assessments to ensure our children are provided with appropriate challenge and support.

Cultural Capital

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around London. We believe that it is important that pupils are able to make links between what they read and their own experiences. Our pupils will also have the opportunity to meet and work with authors and build their knowledge of literature. Reading is practiced and embedded across the curriculum.

Reading at Princess May

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through our three reading approaches – **Read Write Inc**, **Talk through stories** and **Destination Reader** – and are continually referred to during additional reading opportunities in literacy lessons and wider curriculum subjects.

EYFS Reading Provision

EYFS Reading:

Across EYFS reading knowledge and skills are developed through the continuous provision of the environment. Each classroom has resources available to be selected by the children to support their emergent reading and writing skills. These vary from phonics sounds cards, mini-books, story sacks, high quality books and other literacy resources.

Phonics

Nursery spoken language underpins all seven areas of learning and development in the revised 2021 Early Learning Goals. The aim is to reduce the language gap between children from language-rich homes and those who are not. Therefore, at our nursery we do three things to reduce the language gap:

1. Reading aloud
2. Teach children poems and songs and
3. Talk with children

Put succinctly, our nursery children rely on read-a-lot, talk-a-lot, and sing-a-lot. When pupils are developmentally ready (through teacher assessment), they are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books.

Nursery

In the Nursery, children are read to at least 3 times a day. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week.

Reception

In Reception, we start strong with phonics. During the First four weeks there is whole class teaching for 10 minutes. The children are taught Set 1 Speed Sounds, they are also practising letter formation and "Word Time" reading at their tables. After four weeks children are assessed and placed into progress groups which they attend daily for 20 minutes. Reception children build to 1-hour daily phonics session by the end of the year. Pupils also receive weekly 1:1 tutoring and those who fall behind are placed in a daily catch-up group. **(See Appendix 1: What to teach when)**

KS1 Reading Provision

Read, Write, Inc.

Children begin the RWI phonics programme in Reception and continue with it until they have learnt their sounds and can read accurately and fluently.

- **KS1** Daily RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. RWI lessons are taught every week and each lesson lasts for approximately 1 hour.
- Children who are participating in the RWI programme in KS1 have 5 x 1-hour lessons per week in progress groups.

(See Appendix 2 for EYFS and KS1 Expected Levels of Progression)

Read Write Inc (KS2 Phonics Support)

Year 3 & 4

Pupils who require further phonics support attend a daily 1-hour RWI progress group. They also receive daily 1:1 Fast Track tutoring for approximately 10 minutes. This provides intensive, targeted support to close specific gaps in decoding, fluency and accuracy.

Year 5 & 6

Pupils continue phonics support through the Fresh Start programme. This takes place four times a week for 1 hour, using age-appropriate texts designed for older readers.

KS1 Talk through stories (Story time)

Our “Talk Through Stories” reading programme encourages a love of reading. Only when they know the story well, can they have fun talking about the theme, characters, their actions, feelings and motives. We spend 5 days a week for 20-30 minutes exploring a range of different books including poetry, storybooks, rhymes, non-fiction. These books are model read and brought to life by the teacher for five consecutive days. Children get to develop the habit of talking to a partner and then selecting partners to respond to the group. They chat about what might happen, a character’s actions, anxieties and fears. They also join in with the story, create freeze frames. On the fifth day the story is added to the class library so that it is available for children to take home and read to their parents.

Destination Reader

When children have completed the RWI phonics programme from Year 2 upwards, they participate in Destination Reader lessons.

Destination Reader (DR) develops pupils’ understanding of texts and supports every child to become a confident, reflective reader. The programme encourages a love of reading by helping pupils think deeply about what they read. It fits seamlessly with our school’s curriculum and chosen texts.

Destination Reader is taught **three times per week for 45 minutes**, using whole-class modelling, partner work and independent reading. The approach meets all requirements of the National Curriculum.

Structure of Destination Reader:

- Destination reader is taught as a whole class.
- **Two days per week** – whole-class core text. Children work in mixed-ability pairs to read and analyse an age-appropriate class book.

- **One day per week (Wednesday)** – alternating cycle:
 - Big Picture Lesson
 - Unseen text (test-style questions related to the class text)
- **Weekly library visit** – each class reads for pleasure and changes home-reading books.

DR Strategies

The reading skills explicitly taught in DR are:

- Predicting
- Clarifying
- Asking questions
- Summarising
- Inferring
- Making connections
- Evaluating

We recognise the value of teaching strategies individually, but pupils must also combine multiple strategies to develop strong comprehension. Therefore:

Progression Across KS2

- **Year 3:** One strategy taught weekly; reinforced whenever opportunities arise.
- **Year 4:** Weekly strategy (revised from Y3); begin combining strategies when ready.
- **Year 5:** Strategies revised in Autumn 1 and then consistently combined.
- **Year 6:** Strategies combined throughout the year and adapted for statutory assessments.

(See Appendix 1.1 for KS2 Expected Levels of Progression)

Comprehension: Testbase Provision (Years 3–6)

Every Thursday and Friday from 9:00–10:00, pupils in Years 3–6 practise their comprehension skills using Testbase. This provides a consistent and systematic approach across KS2.

This approach:

- Provides regular practice with test-style questions
- Builds familiarity with question structures, vocabulary and assessment expectations
- Develops stamina and resilience for longer texts
- Ensures coverage of reading domains, genres and question types
- Sustains provision consistently throughout the year

Thursday

- Dedicated lesson focusing on reading domains and question types
- Testbase resources filtered by reading domain

Friday

- Consolidation session using Testbase resources
- Pupils practise retrieval, inference and explanation using unseen texts

Pupils record their reading progress in a **DR book**, including weekly 'selfies', comprehension activities and termly 'Reading Portraits' where they reflect on progress and set targets.

KS2 Story Time

Children receive daily 15-minute story time sessions using carefully selected age-appropriate texts. Including fiction, poetry and nonfiction. This time is protected, we aim for children to develop a love of reading through by bring the story to life and exposing them to new vocabulary.

Supporting lower achieving children through quality provision (Lowest 20%)

As a school, we believe that it is vital that all pupils are able to read at their age-expected standards. If a pupil is achieving below age-expected standards, targeted intervention is put into place. Teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress **(See Appendix 4 – lowest 20% timetable)**

KS1

- Daily 'pinny time' to build sound knowledge.
- 1:1 Fast Track Intervention for targeted supported
- Twice weekly 1:1 reading with an adult

KS2

- 1.1 daily reading checklist – **see Appendix 3** reading with an adult
- Fresh Start Intervention (Y5&6)

Teachers, Literacy Leader and SLT will continuously track their progress. Targeted intervention is put into place to help support our lower achieving children through quality provision:

Building Active Readers

At Princess May, we believe it is paramount for children to become active readers. We build our active readers by using the following strategies:

Promoting Reading for Pleasure

At Princess May, we believe it is important for children to foster a love of reading from a young age. It is the expectation of the school that every class will have an established reading corner. This needs to be a safe and stimulating area that includes a wide selection of books in labelled baskets. These books will include fiction and non-fiction texts, topic books and newspapers. The reading area needs to include comfortable places to sit and questions to encourage the children's thinking. It may also include children's own reviews of books or pictures of their favourite books. There also needs to be some links to the author of the term and some kind of celebration of those children who are reading at home regularly.

As a school, we undertake many initiatives to ensure that we promote reading for pleasure.

Our initiatives:

- Carefully selected texts for each year group
- Book clubs
- Reading mornings with parents
- Theme reading activities around the year (Halloween: spooky sleepover with pyjamas, torches, lights out, and reading scary stories aloud; Reading around the world: Chinese New Year, Eid etc to promote translated books and stories from other cultures)
- National and local celebration days: World Book Day; Roald Dahl Day; National Poetry Day; Earth Day
- Encourage book choice: book fairs and visiting our local bookshops

- Partner with local library services
- Reading competitions: 'Battles of the readers' – boys versus girls or year groups/ classes (who can read the most or write the most book reviews)
- 'Books we've read so far' display in each class
- Reading buddies for reluctant and struggling readers
- Author and poet visits
- Suggested book lists for parents

At home learning

As a school, reading is our homework. We expect all children to read daily at home. Every pupil has a reading record, which is used for parents and children to communicate with teachers about the books they are reading at home. Teachers and TAs check reading records each day to ensure regular home reading is taking place and to monitor engagement.

Parents are given a personalised QR code that links directly to the online portal for their child's current RWI group. Scanning the QR code provides access to resources that are precisely matched to the phonics sounds, words and reading skills being taught in school. This ensures consistency between home and school and supports families in reinforcing their child's developing phonic knowledge.

Phonics Pupils

Each week children in phonics groups have their home reading packs changed on a **Thursday. Phonics teachers to stamp & date reading records once a week when home reading books are changed.**

Children are given new books to take home and practice. The books they take home are matched to their current reading level. We carefully plan our home reading books as it is vital that children can access their home reading texts independently.

Pupils in phonics groups Set 1a – 1c:

- My Set 1 Sounds Booklet – to rehearse sounds at home
- Blending book (pre-taught in class) – to practice blending sounds and/or a picture book – to practice discussing stories
- Free choice library book – to share at home with an adult

Pupils in Phonic group Photocopy Ditty:

- Set 1 Sound Mat – to rehearse sounds at home
- Photocopy Ditty Sheet (unseen, matched to current reading level)
- Free choice library book – to share at home with an adult

Pupils in phonics groups Red to Grey:

- Pre-taught RWInc story book – to build fluency
- Unseen RWInc story book (matched to pre-taught story book) – to apply sounds learnt
- Free choice library book – to share at home with an adult

Pupils in phonics group Comprehension:

- Pre-taught module – to build fluency
- Unseen story book (matched to current reading level)
- Free choice library book – to share at home with an adult

Pupils in phonics group Fresh Start:

- Pre-taught RWInc module – to build fluency
- Matched module homework
- Anthology (matched to pre-taught module)

Destination Reader Pupils

- Free choice library/book corner book.

See Appendix 2: What to teach when)

Whole-School Expectations

- All pupils must have reading books matched to their ability and bring a book bag to school daily (EYFS–Y6).
- KS1 pupils must keep a reading record with books appropriate to their group; lost books must be paid for, but completed records are replaced for free.
- A staff member should sign each KS1 reading record weekly to show pupils are reading regularly at home.
- Parents should be encouraged to engage and comment.
- Teachers must complete the 1:1 reading checklist by listening to each pupil read across the week.
- SLT and reading/phonics/literacy leads will monitor the use of the 1:1 checklist and KS1 reading records.

Assessment

Children’s progress is continually monitored and used to inform teaching. By the end of each key stage, pupils are expected to meet the statutory requirements of the National Curriculum, with non-statutory guidance used to provide additional challenge.

Formative assessment—through questioning and marking—helps teachers identify pupils’ current understanding and next steps. Summative assessments are scheduled across the year to measure progress and support teacher judgement, without replacing it.

Reading Assessment

In Early Years and KS1, pupils are assessed half-termly by the RWI Coordinator to identify secure sounds, reading strategies, and ability to decode familiar, unfamiliar and ‘alien’ words. Each term, phonics groups receive targets and spotlight pupils are identified using the *What to Teach When* document.

In KS1 and KS2, pupils complete a termly NFER comprehension assessment, with results uploaded to FFT. Activities are matched to each pupil’s instructional reading level. KS2 pupils still in RWI are guided on the appropriate comprehension test. Reading targets generated from assessments are shared with pupils and used for target setting.

Lowest 20% Readers

- **EYFS & KS1:** Pupils not reading at the expected RWI level (**Appendix 4**)
- **KS2:** Pupils scoring below 100 on the NFER reading scaled score.

All teachers contribute to planning and work collaboratively with parallel teachers. Staff must keep long-term, medium-term and weekly plans in their files.

RWI Resources

Whole-school RWI resources are stored in Phonics Room C, with Nursery resources held in the Nursery. (See the RWI Policy for further detail.)

Classroom Book Corners

Every classroom has a well-resourced book corner with high-quality, age-appropriate fiction, non-fiction and poetry. Children may take books home daily and record them in their Home Reading Records.

Whole-School Library

Each class has a dedicated weekly slot on the library timetable, during which pupils visit the library to scan out a book of their choice and return it the following week. This routine supports regular reading habits, encourages independence and promotes a love of reading across the school. In addition, we offer a lunchtime Book Club, providing further opportunities for pupils to explore a range of texts, discuss books with peers and foster a positive reading culture.

Marking

RWInc

- Teachers and support staff mark all RWI work, correcting spelling and syntax.
- Errors in 'Write About/Big Write' tasks are addressed immediately, with pupils correcting them in blue pen.
- Pupils use blue pen for spelling tests and 'Hold a Sentence' tasks.
- Teachers mark 'Build a Sentence' and address misconceptions using green pen.
- Phonics teachers are responsible for marking books within their groups.

Destination Reader

- All pupils have a **Destination Reader (DR) book**, used in the same way as their Maths and Literacy books.
- **Day 1 and Day 2** follow the **DR cycle**, with pupils completing the **Plenary / Selfie** tasks in their **DR books**. These are self- or peer-marked as appropriate.
- **Day 3** follows the cycle but now uses an **unseen text (Testbase comprehension)**. This **does not go into books**.
- Previously, comprehension was taught every third week. This has now changed: **From Year 3 to Year 6, comprehension is taught weekly on Thursday and Friday** as part of the reading timetable.
- Teachers address any misconceptions identified during Plenary/Selfie tasks and comprehension sessions to ensure pupils understand the taught reading strategies.

Educational Visits

All educational visits must depart after 10:00am to ensure that daily phonics lessons are not disrupted. Each class must also participate in at least one English-related trip per year, and the school seeks opportunities for pupils to meet authors and poets to enrich their language and literacy experiences.

EAL (English as an Additional Language)

Children with EAL receive accurate language modelling and regular opportunities to work with fluent English-speaking peers. Classrooms display key vocabulary and have access to dual-language books. Teachers support EAL pupils through visual prompts, repetition, modelling, recasting and scaffolded speaking and listening activities. New-to-English pupils are assessed by the Inclusion team and given targeted support. Additional help is provided by teaching assistants and peer-buddies, and families can access Speech and Language groups, parent English classes and translation drop-ins.

SEND (Special Educational Needs and Disabilities)

Teachers refer concerns about reading progress to the SENDCO and Inclusion team. Pupils may receive SEN support such as reading buddies, language groups, social skills groups, booster sessions or phonics

intervention. Provision is adapted to ensure all pupils, including those with SEND, can access high-quality reading instruction.

High Attainers

High-attaining pupils are challenged through differentiated tasks, reading groups and enrichment opportunities to deepen their knowledge and skills.

RWI for SEND Pupils

All pupils, including those with SEND, access RWI. Pupils with the highest needs receive 1:1 phonics intervention, with progress tracked and shared with parents through consultations and reviews.

Phonics Graduates

Pupils transitioning from RWI to Destination Reader are closely monitored by class teachers, the Reading Lead and the Reading HLTA, with additional 1:1 support and differentiated tasks provided where needed to secure a smooth transition.

Literacy Lead / Phonics Lead

- The Literacy/Phonics Lead oversees reading provision across the school, ensuring consistency and alignment with policy.
- Monitors phonics and reading interventions, tracks provision for the lowest 20% of readers (Reception–Year 6) and provides guidance to staff.
- Delivers coaching sessions (9–10am), including support, team teaching and observations.
- SLT provides strategic oversight to ensure reading remains a whole-school priority and aligns with the SIP.
- Class teachers manage day-to-day reading provision, ensuring all pupils are heard read 1:1 each week using the reading checklist and that home reading is monitored.
- Analyses RWI assessment data.
- Leads parent engagement for RWI and reading in KS1, including quality assurance of levelled texts matched to phonics levels.
- Leads the Year 1 and Year 2 Phonics Screening Checks.
- Works with the SENDCO to support progress for pupils with SEND.
- Manages CPD for all staff involved in RWI.
- Liaises with the RWI trainer to develop phonics provision.
- Reports to governors.

Phonics Interventions

- The TA, who has received RWI training and leads a phonics group, provides phonics and targeted reading support from 1:30–3:30, four days a week, including 1:1 reading, small-group interventions and additional RWI sessions under the guidance of the Literacy/Phonics Lead.
- The TA shares regular feedback with class teachers on pupils' progress, with particular attention to the lowest 20% of readers and pupils with SEND.
- The Literacy/Phonics Lead and SLT review intervention provision regularly to ensure pupils are making progress and working towards age-related expectations in reading.

Appendices

Appendix 1: Expected levels of progression (RWInc)



Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Appendix 1.1: Expected levels of progression (KS2 Reading)

Our goal is for children in Key Stage 2 to:

1. **Read age-appropriate texts fluently**, using phrasing, expression and automatic decoding.
2. **Understand what they read**, including retrieving key information, identifying main ideas, and explaining vocabulary in context.
3. **Apply comprehension strategies effectively**, including predicting, clarifying, questioning, summarising, inferring and evaluating.
4. **Discuss and compare texts**, expressing opinions and justifying ideas using evidence.

Please note these are the expectations for the **lowest 20% of children** in KS2. Other children should be **well in advance** of this.

All children should achieve these expectations if they have had consistent teaching in Destination Reader and comprehension throughout Key Stage 2.

	Y3	Y4	Y5	Y6
End of Autumn Term	Read age-appropriate texts with developing fluency; apply basic DR strategies with support	Read age-appropriate texts with improving fluency; combine DR strategies; make basic predictions and inferences.	Read a wide range of texts fluently; apply DR strategies simultaneously; summarise key ideas	Read challenging texts fluently; apply DR strategies automatically; make precise, well-evidenced inferences.
End of Spring Term	Read with increasing accuracy; apply DR strategies independently; make simple inferences.	Read with increased stamina; use DR strategies flexibly; retrieve and summarise key information.	Make developed inferences; evaluate the author's choices; answer style questions accurately.	Read with full stamina; evaluate author intent and structure; answer a full range of question types efficiently.
End of Summer Term	Read confidently across fiction and non-fiction; summarise main ideas; answer a range of questions accurately.	Read fluently and discuss texts in depth; justify inferences with evidence; evaluate vocabulary choices.	Read confidently across complex texts; analyse themes and viewpoints; explain answers using well-selected evidence.	Read at the expected standard for KS2; analyse and compare texts confidently; demonstrate readiness for statutory assessments.













Appendix 2: What to teach when

What To Teach When

This grid provides the focus teaching for your Speed Sounds Lessons.

Once children can read the group's focus sounds and words confidently, follow the guidance in the next row.

You can print longer words from Phonics Online on Oxford Owl.

Group	In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A	 Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B	 Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C	 Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM	 Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books	 Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	 Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple	 Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink	 Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	 Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Appendix 4: Lowest 20% Tracking Record

Lowest 20% Tracking Record				
Pupil	End of...Term (scaled score & phonics group)	End of...Term	End of...Term	Interventions