



## Reading Coverage Plan Early Years 2

TERM	WEEK	LITTLE WANDLE LINK	OBJECTIVES/ DEVELOPMENT MATTERS STATEMENTS
<b>A D V E N T  1</b>	2 - 7	<b>Review Phase 1</b> <b>Phase 2</b> s a t p i n m d g o c k c k e u r h b f l is I the	<b>Development Matters 2021</b> <b>Literacy</b> <b>Children in Reception will be learning to:</b> <b>(Reading focus)</b> 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 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. <b>(Writing focus)</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.
<b>A D V E N T  2</b>	8 - 14	<b>Phase 2</b> ff ll ss j v x y z zz qu ch sh th ng nk as and has his her go no to into she he of we me be	<b>Development Matters 2021</b> <b>Literacy</b> <b>Children in Reception will be learning to:</b> 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. <b>(Writing focus)</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
<b>L E N T  1</b>	1 - 5	<b>Phase 3</b> ai ee igh oo oo ar or ur ow oi ear air er Words with double letters Longer words was you they my by all are sure pure	<b>Development Matters 2021</b> <b>Literacy</b> <b>Children in Reception will be learning to:</b> 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. <b>(Writing focus)</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.  <b>Literacy Word Reading ELG</b> <b>Children at the expected level of development will:</b>

			<p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Literacy Writing ELG</b> <b>Children at the expected level of development will:</b> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>
<b>L E N T  2</b>	6 - 10	<p><b>Phase 3</b> Review Phase 3 Longer word, including double letters -s /z/ in the middle -es /z/ at the end -s /s/ and /z/ at the end</p>	<p><b>Development Matters 2021</b> <b>Literacy</b> <b>Children in Reception will be learning to:</b> 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. <b>(Writing focus)</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><b>Literacy Word Reading ELG</b> <b>Children at the expected level of development will:</b> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Literacy Writing ELG</b> <b>Children at the expected level of development will:</b> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>
<b>P E N T E C O S T  1</b>	1 - 5	<p><b>Phase 4</b> Short vowels with adjacent consonants Longer words and compound words. Words ending in –ing -ed/t/ –ed/id / /ed/ -est Said so have like some come love do were here little says there when what one out today</p>	<p><b>Development Matters 2021</b> <b>Literacy</b> <b>Children in Reception will be learning to:</b> 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. <b>(Writing focus)</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>

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<b>P E N T E C O S T 2</b>	6 - 12	<p><b>Phase 4</b>  Phase 3 long vowel and adjacent consonants  CVCC CCVC CCCVC  CCV CCVCC  Words ending in  -ing -ed /t/ =ed /d/ -er -  est  Longer words and compound words</p>	<p><b>Development Matters 2021</b>  <b>Literacy</b>  <b>Children in Reception will be learning to:</b>  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.  <b>(Writing focus)</b>  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.</p> <p><b>Literacy Word Reading ELG</b>  <b>Children at the expected level of development will:</b>  Say a sound for each letter in the alphabet and at least 10 digraphs;  Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Literacy Writing ELG</b>  <b>Children at the expected level of development will:</b>  Write recognisable letters, most of which are correctly formed;  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.</p>