



Reading Scope and Sequence

Reading Scope and Sequence – Kindy

Phonological and Phonemic Awareness (oral)	<ul style="list-style-type: none"> • Phase 1 Letters and Sounds • Auditory discrimination with environmental sounds and then spoken words e.g. “hop/lip are they the same?” “Piv/pit are they the same?” • Identify if words are real or nonsense • Counts words in sentences with mainly one syllable words • Identify if two words rhyme • Recognise a rhyming word from a given word with two choices • Generate simple rhyming words or non-words • Segment words into syllables • Identify initial, medial and final sounds in CV, VC and CVC words • Segment and blend compound words • Segment and blend onset-rime e.g. c-at • Segment and blend CV, VC and CVC words • Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg
Phonics	<ul style="list-style-type: none"> • Introduce Phase 2/3 lower case reading sounds – s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, qu, v, w, x, y, z • Exposure to upper case sounds and letter names • Reading CVC words • Decoding strategies - sounding out
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read decodable words – it, in, and, a, l, on, at • Labelling • Functional language • Attributes and descriptions • Differences and similarities • Categorising • Front loading key vocabulary prior to reading texts
Fluency	<ul style="list-style-type: none"> • Modelled reading
Concepts of Print	<ul style="list-style-type: none"> • Letters • Words • Tracking left to right • Where to start reading, • Title • Author • One to one correspondence
Comprehension	<p>I Get It</p> <ul style="list-style-type: none"> • Whole Body Listening • Visualising • Prediction • Looking for and Linking Clues • Problem Solution • Inferring <p>I Tell It</p> <ul style="list-style-type: none"> • Oral Retell

Reading Scope and Sequence – Pre Primary

Phonemic Awareness (oral)	<ul style="list-style-type: none"> • Counts words in sentences with mainly multi-syllabic words • Identify if words are real or nonsense • Identify if two words rhyme • Recognise a rhyming word from a given word with two choices • Generate a string of simple rhyming words or non-words • Segment words into syllables • Identify initial, medial and final sounds in CVC, CVCC and CCVC words • Segment and blend compound words • Segment and blend onset-rime e.g. c-at • Segment and blend CVC, CCVC and CVCC words • Short and long vowels • Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg
Phonics	<ul style="list-style-type: none"> • Review Phase 2 sounds, introduce ck, ff, ll, ss • Review Phase 3 sounds (j, v, w, x, y, z, qu) and introduce zz, ch, sh, th, ng, oo, oo, ay, ai • Introduce letter names and recognition of upper case letters • Blend CVC, CVCC and CCVC words, including two syllable words e.g. sunset • Reading CVC, CVCC and CCVC words in sentences • Decoding strategies - sounding out
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 50 words • Labelling • Functional language • Attributes and descriptions • Differences and similarities • Categorising • Front loading key vocabulary prior to reading texts
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading
Concepts of Print	<ul style="list-style-type: none"> • Letters • Words • Tracking left to right • Where to start reading, • Title • Author • One to one correspondence
Comprehension	<p>I Get It</p> <ul style="list-style-type: none"> • Whole Body Listening • Click Clunk Stop Fix • Visualising • Prediction • Prior Knowledge • Looking for & Linking Clues • Judging Importance • Problem Solution • Main idea • Cause and Effect • Inferencing <p>I Tell It</p> <ul style="list-style-type: none"> • Oral Retell

Reading Scope and Sequence – Year 1

Phonemic Awareness (oral)	<ul style="list-style-type: none"> ● Segment words into syllables ● Identify initial, medial and final sounds in CVCC, CCVC and more complex words ● Segment and blend CVCC, CCVC and more complex words e.g. spider ● Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg ● Manipulate sentences – substitute words in sentences
Phonics	<ul style="list-style-type: none"> ● Revise Phase 2 and 3 sounds ● Blend and segment longer words with adjacent consonants – Phase 4 (CCVC, CVCC, CCVCC, CCCVC, CCCVCC and polysyllabic words), including two- and three-syllable words e.g. lunchbox ● Reading CVC, CVCC, CCVC CCVCC, CCCVC, CCCVCC words in sentences ● Introduce Phase 5 sounds – ay, oy, wh, a-e, ow, ir, ph, e-e, ie, ue, ew, i-e, ee, aw, oe, o-e, au, u-e (short and long vowels) ● Known graphemes for reading, common alternative pronunciations: i - fin, find; ow - cow, blow; y - yes, by, very; o - hot, cold; ie - tie, field; ch - chin, school, chef; c - cat, cent; ea - eat, bread; ou - out, shoulder, could, you; g - got, giant; er - farmer, her; u - but, put (south); a - hat, what ● Decoding strategies - sounding out, re-reading, chunking
Vocabulary	<ul style="list-style-type: none"> ● Fry words – minimum achievement – students to be able to read first 200 words ● Front loading key vocabulary prior to reading texts ● Introduce Tier Two vocabulary with scripting and context ● Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> ● Modelled reading ● Home reading ● Repeated reading ● Choral reading
Comprehension	<ul style="list-style-type: none"> ● Whole Body Listening ● Click Clunk Stop Fix ● Comprehension Monitoring ● Looking for & Linking Clues ● Judging Importance ● Problem Solution ● Visualising ● Prior Knowledge ● Prediction ● Cause and Effect ● Inferencing ● Main idea ● Synthesis

Reading Scope and Sequence – Year 2

Phonemic Awareness (oral)	No specific skills in Year 2 – revise Year 1
Phonics	<ul style="list-style-type: none"> • Revise Year 1 sounds • Introduce sounds - <u>house</u> <u>bird</u> <u>tie</u> <u>blue</u> <u>stew</u> <u>saw</u> <u>toe</u> <u>sauce</u> <u>crow</u> <u>fern</u> <u>church</u> <u>chair</u> <u>knit</u> <u>wrist</u> <u>lamb</u> • Manipulate sounds – substitute, delete sounds in words • Decoding strategies - sounding out, re-reading, chunking, reading on
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 300 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Choral reading • Partner reading • Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none"> • Whole Body Listening • Comprehension Monitoring • Click Clunk Stop Fix • Visualising • Prediction • Identifying literal information • Inferencing • Main Idea • Cause and Effect • Judging Importance • Synthesizing (Integrating ideas and information in a text)

Reading Scope and Sequence – Year 3

Vocabulary	<ul style="list-style-type: none">• Fry words – minimum achievement – students to be able to read first 400 words• Front loading key vocabulary prior to reading texts• Introduce Tier Two vocabulary with scripting and context• Word Webs• Post reading vocabulary activities
Fluency	<ul style="list-style-type: none">• Modelled reading• Home reading• Repeated reading• Partner reading• Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none">• Whole Body Listening• Comprehension Monitoring• Visualising• Prediction• Identifying literal information (skimming and scanning)• Inferencing• Main Idea• Cause and Effect• Judging Importance• Synthesizing (Integrating ideas and information in a text)• Summarising and Paraphrasing

Reading Scope and Sequence – Year 4

Vocabulary	<ul style="list-style-type: none">• Fry words – minimum achievement – students to be able to read first 500 words• Front loading key vocabulary prior to reading texts• Introduce Tier Two vocabulary with scripting and context• Word Webs• Post reading vocabulary activities
Fluency	<ul style="list-style-type: none">• Modelled reading• Home reading• Repeated reading• Choral reading• Partner reading• Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none">• Comprehension Monitoring• Self-Questioning• Judging Importance• Synthesising• Skimming & Scanning• Finding main idea• Recall facts & details (Literal)• Understand sequence• Recognise cause and effect• Compare / contrast• Making predictions• Finding word meanings in context• Drawing conclusions and inferences• Distinguish fact and opinion• Identify author purpose• Interpreting figurative language• Summarising and paraphrasing

Reading Scope and Sequence – Year 5

Vocabulary	<ul style="list-style-type: none">• Fry words – minimum achievement – students to be able to read first 600 words• Front loading key vocabulary prior to reading texts• Introduce Tier Two vocabulary with scripting and context• Word Webs• Post reading vocabulary activities
Fluency	<ul style="list-style-type: none">• Modelled reading• Home reading• Repeated reading• Choral reading• Partner reading• Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none">• Comprehension Monitoring• Self-Questioning• Judging Importance• Synthesising• Skimming & Scanning• Finding main idea• Recall facts & details (Literal)• Understand sequence• Recognise cause and effect• Compare / contrast• Making predictions• Finding word meanings in context• Drawing conclusions and inferences• Distinguish fact and opinion• Identify author purpose• Interpreting figurative language• Summarising and paraphrasing

Reading Scope and Sequence – Year 6

Phonics	<ul style="list-style-type: none"> • Revise Year 5 sounds • Introduce sounds: <u>accent</u>, <u>process</u>, <u>surprise/paralyse</u>, <u>banquet</u>, <u>vague</u> • Decoding strategies - sounding out, re-reading, chunking, reading on, using analogy, consulting a reference
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 700 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Word Webs • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Repeated reading • Choral reading • Partner reading • Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none"> • Comprehension Monitoring • Self-Questioning • Judging Importance • Synthesising • Skimming & Scanning • Finding main idea • Recall facts & details (Literal) • Understand sequence • Recognise cause and effect • Compare / contrast • Making predictions • Finding word meanings in context • Drawing conclusions and inferences • Distinguish fact and opinion • Identify author purpose • Interpreting figurative language • Summarising and paraphrasing