



Year 1 and 2 Reading Offer

At Ribbon Academy, we strive to create an ethos that excites, enthuses, and inspires all learners. Reading is not treated as an isolated subject; it is embedded across the curriculum where importance is placed on firstly 'Learning to Read' to recognise the powerful tool of 'Reading to Learn'.

Our chosen phonics programme - Sounds-Write - is supplemented by sequential and progressive decodable readers; our reading program Accelerated Reader with a newly replenished stock of books; a carefully selected range of quality core texts; and a range of texts to further explore the wider curriculum.

Year 1

In Year 1, early reading is prioritised throughout our teaching timetable where each morning starts with our very own 'Book Club', a time dedicated to reading decodeable books either independently or with an adult. Children will also access phonics activities/games to practise and consolidate their reading skills. Book Club is shortly followed by a high-quality phonics session, where new learning as well as retrieval of previous learning takes place. English lessons are planned around a quality core text and, through a carefully crafted curriculum with clear links to specific texts, reading is a tool used widely to support the development of our wider curriculum offer here at Ribbon.

Reading at a Glance

Core Texts	Phonics (Sounds-Write)	Decodable Readers	Story Time
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The Role of Core Texts

Children are read to daily, from a carefully selected range of core texts. These are chosen to complement our English curriculum and used as a stimulus for learning as we develop confident readers and writers. Where appropriate, such texts link with our wider curriculum offering a hook for learning and key references to connect new information learnt. Texts are chosen with consideration of the interests of our children, whilst providing a variety of authors and text types for them to explore the power of the word as our children explore both fiction and non-fiction texts to develop their familiarity of a variety of text types, both as a reader and a writer.

Phonics (Sounds-Write)

Building on the skills and code knowledge developed throughout the completion of the Initial Code in EY, children in Year 1 will continue to develop their reading skills of segmenting, blending, and manipulating phonemes to read words with fluency. As children in Year 1 work through the Extended Code, they will gain a familiarity with the following concepts:

- that a spelling can contain one, two, three, or four letters
- that there is more than one way of spelling most sounds
- that many spellings can represent more than one sound

As children further develop and embed their knowledge of the English phonetic code, our daily phonics sessions provide them with the opportunity to develop their knowledge of the code and embed and apply previously taught code through reading, writing and accurate spelling.



Year 1 and 2 Reading Offer

Please see our yearly progression tabled below: -

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	<ul style="list-style-type: none"> Unit 8 VCC, CVCC (2 consonants in final position, 3 and 4 sound words) - 3 weeks Unit 9 CCVC (2 consonants in initial position) - 2 weeks Unit 10 CCVCC, CVCCC and CCCVC (3 adjacent consonants and 5 sound words) - 2 weeks <p><i>Note: - Integrate the teaching of Unit 11 alongside Unit 9 and 10.</i></p>	<ul style="list-style-type: none"> Unit 11 Consolidation (sh, ch, th, ck, wh, ng, qu) - 1 week Bridging Lesson (/c/ <c, k, ck>, /ch/ <ch, tch>, /w/ <w, wh>) - 1 week Unit 1 /ae/ <ai, ay, ea, a-e> - 2 weeks Unit 2 /ee/ <e, ea, ee, y> - 2 weeks Unit 3 <ea> /ee/, /ae/ - 1 week <p><i>Note: -Consolidate the teaching of unit 8-11</i></p>	<ul style="list-style-type: none"> Unit 4 /oe/ <o, oa, ow, oe, o-e> - 2 weeks <p>Note: - (Introduce polysyllabic words during second week of /oe/)</p> <ul style="list-style-type: none"> Unit 5 <o> /o/ /oe/ - 1 week Unit 6 /er/ <er, ir, or, ur> - 2 weeks Unit 7 /e/ <e, ea, ai> - 1 week Unit 8 /ow/ <ou, ow> - 1 week 	<ul style="list-style-type: none"> Unit 9 <ow> /oe/, /ow/ + Consolidation of skills and polysyllabic words - 1 week Unit 23 /oy/ <oi, oy> - 1 week Unit 10 m/oo/n <oo, ew, ue, u-e, o> - 2 weeks Unit 11 /ie/ <i, ie, y, i-e, igh> - 2 weeks 	<ul style="list-style-type: none"> Unit 12 b/oo/k <oo, u, oul> - 1 week Unit 13 <oo> m/oo/n, b/oo/k 1 week Unit 14 /u/ <u, ou, o> - 1 week Unit 15 <ou> /ou/, /u/, m/oo/n - 1 week Unit 16 /s/ <s, ss, st, c, ce, se, sc> - 1 week Unit 17 <s> /s/, /z/ - 1 week 	<ul style="list-style-type: none"> Unit 18 /l/ <l, ll, al, el, il, le, ol> - 1 week Unit 19 /or/ <or, aw, a, ar, au, al> - 1 week Unit 20 /air/ <air, are, ear, ere, eir, eyer, ayor> - 2 weeks Unit 21 /ue/ <ue, ew, u, u-e> - 2 weeks Unit 22 <ew> m/oo/n, /ue/ - 1 week
	<i>Note: -Assess and consolidate the teaching of 2-5 units behind.</i>					

Decodable Readers

As we aim to develop confident and fluent readers, we recognise the importance of practising what the children have been taught to support the learning process. To do so, children use Dandelion or Sounds-Write decodables to support their independent reading of previously taught units, until children have been taught enough of the extended code to access other age-related texts.

Story Time

In addition to the core text, adults in school read other stories aloud throughout the school week exploring the work of various authors to build upon the children's interests, knowledge of the wider world and events whilst ultimately developing an enjoyment of books, stories, and texts.



Year 1 and 2 Reading Offer

Year 2

In Year 2, early reading is prioritised throughout our teaching timetable where each morning starts with our very own 'Book Club', a time dedicated to reading decodeable books either independently or with an adult. Children will also access phonics activities/games to practise and consolidate their reading skills. Book Club is shortly followed by a high-quality phonics session where our Year 2 children focus on embedding and mastering reading skills as they learn a more complex range of spellings for the phonetic code. English lessons are planned around a quality core text and, through a carefully crafted curriculum with clear links to specific texts, reading is a tool used widely to support the development of our wider curriculum offer here at Ribbon.

Reading at a Glance

Core Texts	Phonics (Sounds-Write)	Decodable Readers	Accelerated Reader	Whole Class Reading	Story Time
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The Role of Core Texts

Children are read to daily, from a carefully selected range of core texts. These are chosen to complement our English curriculum and used as a stimulus for learning as we develop confident readers and writers. Where appropriate, such texts link with our wider curriculum offering a hook for learning and key references to connect new information learnt. Texts are chosen with consideration of the interests of our children, whilst providing a variety of authors and text types for our children to explore the power of the word as our children explore both fiction and non-fiction texts to develop their familiarity of a variety of text types, both as a reader and a writer.

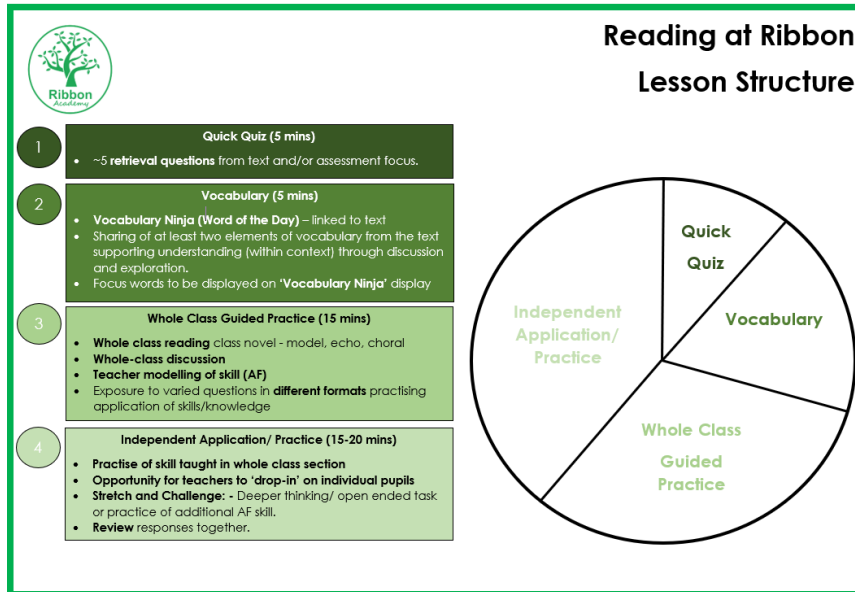
Whole Class Reading

In Year 2, shared reading sessions are introduced to our children. With the support of VIPERS, through direct instruction and guided practise we support each child to develop their bank of **V**ocabulary, whilst developing the skills of **I**nference, **P**rediction, **R**etrieval, **E**xplaining, and **S**equencing to develop readers who fully understand what they are reading, providing them with the tools to independently 'Read to Learn'.

Please see the structure of our shared reading sessions below:



Year 1 and 2 Reading Offer



Phonics

Year 2 phonic lessons continue to build on the skills and the knowledge that children have developed in prior years, providing meaningful links, and utilizing familiar schemas to further develop their bank of code knowledge as they explore the 'more spellings' element of the extended code. In addition, our children will apply their approach to word reading and spelling to polysyllabic words with an increasing the number of syllables, showing a transferability of skills. The 'extended code' supports children with the following concepts:

- that a spelling can contain one, two, three, or four letters
- that there is more than one way of spelling most sounds
- that many spellings can represent more than one sound

Our daily phonics sessions provide children the opportunity to develop their knowledge of the code, embed and apply previously taught code through reading, writing and accurate spelling.

Please see our yearly progression tabled below: -

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
2	<ul style="list-style-type: none"> • Unit 27 /ae/ <ai, ay, ea, a-e, a, ei, ey, eigh> - 3 weeks • Unit 28 /d/ <d, dd, ed> - 1 week • Unit 29 /ee/ <e, ee, ea, y, ey, ie, i> - 2 weeks • Unit 30 /i/ <i, ui, e, y> - 1 week 	<ul style="list-style-type: none"> • Unit 31 <y> /y/, /i/, /ie/, /ee/ - 1 week • Unit 32 /oe/ <oe, o-e, ow, oa, ou, ough, o> - 2 weeks • Additional work on suffixes 1 week • Unit 33 /n/ <n, nn, ne, gn, kn> - 1 week • Unit 34 /er/ <ar, er, ir, or, ur, ear, our> - 2 weeks • Unit 35 /v/ <v, vv, ve> - 1 week • Additional work on prefixes 1 week 	<ul style="list-style-type: none"> • Unit 36 m/oo/n <oo, ew, u, ue, u-e, ui, ou, ough> - 2 weeks • Unit 37 /j/ <j, g, ge, dge> - 1 week • Unit 38 /g/ <g, gg, gh, gu> - 1 week • Unit 39 <g> /j/, /g/ - 1 week • Unit 40 /f/ <f, ff, gh, ph> - 1 week • Unit 41 <gh> /f/, /g/ - 1 week 	<ul style="list-style-type: none"> • Unit 42 /m/ <m, mm, mb, mn> - 1 week • Unit 43 /or/ <oar, ore, our, augh, ough> - 2 weeks • Unit 44 /h/ <h, wh> - 1 week • Unit 45 /k/ <c, k, ck, ch, cc> 1 week • Additional work on polysyllabic words 1 week 	<ul style="list-style-type: none"> • Unit 46 /r/ <r, rr, rh, wr> - 2 weeks • Unit 47 /t/ <t, tt, bt, te> - 1 week • Unit 48 /z/ <z, ze, zz, s, se, ss> - 2 weeks 	<ul style="list-style-type: none"> • Unit 49 /eer/ <eer, ere, ear> - 2 weeks • Assess and consolidate previously taught units and approaches to polysyllabic words that have not been retained. 5 weeks



Year 1 and 2 Reading Offer

Decodable Readers

As we aim to develop confident and fluent readers, we recognise the importance of practising what the children have been taught to support the learning process. To do so, children (who are yet to be fluent readers) receive Dandelion or Sounds-Write decodable reading books to support their independent reading of previously taught units until children have retained enough of the extended code to access other age-related texts.

Accelerated Reader

Towards the end of Year 2, those children who have developed enough confidence and independence in their reading may begin to access the Accelerated Reader programme. This provides children with age-related texts which motivate them to engage in reading for pleasure. To support their understanding of content read, children test their knowledge of the text by completing a quiz, before progressing to their next read. Regular assessment provides adjusted point range, so children are able to choose from a wide variety of texts which provide an appropriate level of challenge.

Story Time

In addition to the core text, adults in school read other stories aloud throughout the school week exploring the work of various authors to build upon the children's interests, knowledge of the wider world and events whilst ultimately developing an enjoyment of books, stories, and texts.

Supporting Our Readers

Key Targeted intervention is introduced early in the year for children working below 'typical' developmental stages. Our highly skilled Teaching and Learning Partners (TLPs) support our children to further develop their knowledge of the phonetic code and skills to read with fluency before focusing on their comprehension of what is read. Additionally, our Reading Support Assistant delivers both pre-teach and post-teach phonic sessions to small groups of children developing familiarity or consolidating knowledge and skills taught in class. Key children are listened to read on a more regular basis providing the necessary feedback required to progress.