

Sept 2022

## Overview by Term – Whole School Phonic and Reading Coverage

Text Genre Identified by:

Pie Corbett Book Spine Books

Fiction

Non-fiction Texts

Poetry

|                            | Reception                                                                    | Year 1                                                                                                                     | Year 2                                                                                                                           | Year 3                                                              | Year 4                                                                                                                   | Year 5                                                              | Year 6                                                              |
|----------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|
|                            | RWI Phonics daily<br>Book talk during whole class reading                    | RWI Phonics daily<br>Book talk during whole class reading. From Spring, VIPERS once a week                                 | RWI Phonics/Comprehension daily<br>VIPERS lessons are weekly using the class texts and each strand is taught throughout the year | Each half term VIPERS is taught daily using the books listed above. | Each half term VIPERS is taught daily using the books listed above.                                                      | Each half term VIPERS is taught daily using the books listed above. | Each half term VIPERS is taught daily using the books listed above. |
| A<br>u<br>t<br>u<br>m<br>n | To go over the alphabet linking the sounds to the corresponding RWI pictures | Read words with Special Friends (ch, sh, th, ng, nk) and 4-sound words<br>Read 3 and 4 sound nonsense words with Fred Talk | ai, oa, aw, ur, er, ire, ear, ure, ew, are, ow                                                                                   |                                                                     |                                                                                                                          |                                                                     |                                                                     |
|                            | Read first 16 Set 1 sounds<br>Learn to blend                                 | ch, sh, th, ng, nk, qu, ay, ee, igh, ow, oo, oo                                                                            |                                                                                                                                  |                                                                     | Recognising some different forms of poetry [eg, free verse, narrative poetry]<br><br>Preparing poems and play scripts to |                                                                     |                                                                     |

Aspiration Kindness Respectful Responsible

|                            |                                                                                                   |                         |                                                                                                                                                                                                                  |  |                                                                                              |                                                                                                                                                                                                                |                                                                                                                                                                                                                |
|----------------------------|---------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                   |                         |                                                                                                                                                                                                                  |  | read aloud and to perform, showing understanding through intonation, tone, volume and action |                                                                                                                                                                                                                |                                                                                                                                                                                                                |
| S<br>p<br>r<br>i<br>n<br>g | Read 25 Set 1 single letter sounds<br>Blend orally                                                | ar, or, air, ir, ou, oy | RWI<br>Comprehension<br>All lessons include:<br>V vocabulary (Check/think about vocabulary)<br>I Interpret<br>P Predict, E Explain, R Retrieve, S Sequence (Questions to talk and write about based on the text) |  |                                                                                              | Learning a wider range of poetry by heart<br><br>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | Learning a wider range of poetry by heart<br><br>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
|                            | Read 25 Set 1 single letter sounds speedily<br>Blend independently using Phonics Green Word cards |                         |                                                                                                                                                                                                                  |  |                                                                                              |                                                                                                                                                                                                                |                                                                                                                                                                                                                |

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| Spell using Fred Fingers   |                                                                                                                                                                                                                                     |                               |  |  |  |  |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--|--|--|--|
| S<br>u<br>m<br>m<br>e<br>r | Read all Set 1 Sounds speedily<br>(alphabet) including Special<br>Friends (ch, sh, th, ng, nk, ll, ff,<br>gg, ss, tt)<br>Read words (words with Special<br>Friends)<br>with Fred Talk<br>Read 3 sound nonsense words<br>(Fred Talk) | a-e, ea, i-e, o-e,<br>u-e, oi |  |  |  |  |
|                            | Read words with Special<br>Friends (ch, sh, th, ng, nk) and<br>4-sound words with<br>Fred Talk<br>Read 3/4 sound nonsense<br>words (Fred Talk)                                                                                      |                               |  |  |  |  |

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