



Birklands Early Reading and Phonics Targets

Reading Book	Year Group	Phonics Targets	Reading Targets	How parents can help
Phase 1	Nursery – Autumn / Spring Term	<p>1: To discriminate sound – environmental sounds</p> <ul style="list-style-type: none"> ➤ To develop awareness of sounds and rhythms ➤ To distinguish between sounds and to remember patterns of sound ➤ To talk about sounds we make with our bodies and what the sounds mean <p>2: To discriminate sound – instrumental sounds</p> <ul style="list-style-type: none"> ➤ To experience and develop awareness of sounds made with instruments and noise makers ➤ To listen to and appreciate the difference between sounds made with instruments ➤ To use a wide vocabulary to talk about the sounds instruments make <p>3. To discriminate sound – body percussion</p> <ul style="list-style-type: none"> ➤ To develop awareness of sounds and rhythms ➤ To distinguish between sounds and to remember patterns of sound ➤ To talk about sounds we make with our bodies and what the sounds mean <p>4: Rhythm and rhyme</p> <ul style="list-style-type: none"> ➤ To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech ➤ To increase awareness of words that rhyme and to develop knowledge about rhyme ➤ To talk about words that rhyme and to produce rhyming words <p>5. Alliteration</p> <ul style="list-style-type: none"> ➤ To develop understanding of alliteration ➤ To explore how different sounds are articulated, and to extend understanding of alliteration ➤ To listen to sounds at the beginning of words and hear the differences between them <p>6. Voice sounds</p> <ul style="list-style-type: none"> ➤ To distinguish between the differences in vocal sounds, including oral blending and segmenting ➤ To explore speech sounds ➤ To talk about the different sounds that we can make with our voices <p>7: Oral blending and segmenting</p> <ul style="list-style-type: none"> ➤ To develop oral blending and segmenting of sounds in words ➤ To listen to phonemes within words and to remember them in the order in which they occur ➤ To talk about the different phonemes that make up words 	<ul style="list-style-type: none"> ▪ Hold a book correctly ▪ Look at the pages in the correct order – left to right ▪ Know the difference between words and pictures ▪ Say who and what the book is about ▪ Talk about the pictures and create my own story 	<ul style="list-style-type: none"> ✓ ask them about the story and talk about the pictures ✓ let them hold the book and turn the pages themselves ✓ talk about the difference between words and pictures



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Phase 2a	Reception Autumn Term Nursery – Spring / Summer Term	<ul style="list-style-type: none"> ➤ Can recognise some phase 2 phonemes (s, a, t, p, i, n, m, d, g, o, c, k, ck) ➤ Can blend VC and CVC words 	<ul style="list-style-type: none"> ▪ understand stories make sense and sound right ▪ find the title, turn the pages, start reading on the left ▪ read each word as they point to them ▪ guess what might happen in a book 	<ul style="list-style-type: none"> ✓ ask them about the story and talk about the pictures ✓ say 'Where do we start reading?' ✓ let them hold the book and turn the pages themselves ✓ if they get stuck say, 'sound it out'.
Phase 2b	Reception Autumn Term Nursery – Summer Term	<ul style="list-style-type: none"> ➤ Can recognise all phase 2 phonemes ➤ Can blend VC and CVC words within sentences. ➤ Can read tricky words: I, the, to, no, go, into 	<ul style="list-style-type: none"> ▪ understand stories make sense and sound right ▪ find the title, turn the pages, start reading on the left ▪ read each word as they point to them ▪ guess what might happen in a book ▪ use what they know about letter sounds to read words 	<ul style="list-style-type: none"> ✓ ask them about the story and talk about the pictures ✓ say 'Where do we start reading?' ✓ let them hold the book and turn the pages themselves ✓ if they get stuck ask; 'what would make sense?' or say, 'sound it out' or 'go back and try again'
Phase 3a	Reception Spring Term	<ul style="list-style-type: none"> ➤ Can recognise all phase 2 and some phase 3 phonemes (j, v, w, x, y, z, zz, qu, ch, sh, th, ng) ➤ Can blend CVC words containing some phase 3 phonemes within sentences. ➤ Can read tricky words: he, she, me, we, be 	<ul style="list-style-type: none"> ▪ make the reading sound like talking – not like a robot 	<ul style="list-style-type: none"> ✓ if they get stuck say, 'go back and try that again' or 'sound it out'



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			<ul style="list-style-type: none"> ▪ find the title, turn the pages, start reading on the left ▪ read words they know automatically ▪ re-tell the story including all the main parts 	
Phase 3b	Reception Spring Term	<ul style="list-style-type: none"> ➤ Can recognise all phase 3 phonemes ➤ Can blend CVC words containing phase 3 phonemes within sentences. ➤ Can read tricky words: he, she, me, we, be, was, my, you, her, all, they, are 	<ul style="list-style-type: none"> ▪ make sure it makes sense and sounds right ▪ make the reading sound like talking – not like a robot ▪ find the title, turn the pages, start reading on the left ▪ read words they know automatically ▪ re-tell the story including all the main parts 	<ul style="list-style-type: none"> ✓ if the reading doesn't make sense ask them what they can do to fix it ✓ if they get stuck say, 'go back and try that again' or 'sound it out'
Phase 4	Reception Summer Term Year 1 Autumn Term	<ul style="list-style-type: none"> ➤ Can recognise all phase 3 phonemes ➤ Can blend CVC words containing phase 3 phonemes and adjacent consonants within sentences. ➤ Can read tricky words: some, come, said, do, so, one, were, what, when, have there, out, like, little 	<ul style="list-style-type: none"> ▪ listen to their reading, notice mistakes and correct ▪ use their eyes to follow the sentence ▪ make the reading sound interesting using punctuation ▪ relate the story to own experiences and other stories ▪ retell the story in detail 	<ul style="list-style-type: none"> ✓ say, 'You said ... Did that sound right? Fix it!' ✓ show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day ✓ ask, 'What might happen next?' ✓ let them read the book again to make it sound smooth



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Phase 5a	Year 1 Spring Term	<ul style="list-style-type: none"> ➤ Can recognise some alternative phase 5 diagraphs (ay, ou, ie, ea, oy, ir, ue, aw, oe) ➤ Can blend words containing phase 3 and 5 phonemes including adjacent consonants within sentences. ➤ Can read tricky words: oh, their people, Mr, Mrs 	<ul style="list-style-type: none"> ▪ read longer and more complicated books ▪ be able to say why they like or don't like the book ▪ take turns to talk about a wide range of stories ▪ notice and fix mistakes quickly 	<ul style="list-style-type: none"> ✓ ask, 'What's your favourite part?', 'Why?' ✓ say, 'Check it', 'Does it make sense and look right?' ✓ tell them to go back and try it again to check ✓ show how punctuation changes the way you read
Phase 5b	Year 1 Summer Term Year 2 Autumn Term	<ul style="list-style-type: none"> ➤ Can recognise all phase 3 phonemes ➤ Can blend CVC words containing phase 3 phonemes and adjacent consonants within sentences. ➤ Can read tricky words: some, come, said, do, so, one, were, what, when, have there, out, like, little 	<ul style="list-style-type: none"> ▪ read longer and more complicated books ▪ be able to say why they like or don't like the book ▪ take turns to talk about a wide range of stories ▪ notice and fix mistakes quickly ▪ re-read to make it make sense and sound like talking 	<ul style="list-style-type: none"> ✓ ask, 'What's your favourite part?', 'Why?' ✓ say, 'Check it', 'Does it make sense and look right?' ✓ tell them to go back and try it again to check ✓ show how punctuation changes the way you read