

Progression in Reading at Merriott and Haselbury Plucknett Primary Schools Federation

Intent

It is our vision that children will finish our school as fluent, skilled and passionate readers. We believe that reading is the key that unlocks a child's learning and so we want to ensure a child is able to access a text independently and have the tools to understand what they are reading. Children will learn to read as soon as possible so as to give them this independence and confidence early on. As children progress through our school, they will speak confidently about their reading habits and show an excellent understanding of what they are reading. Children will be exposed to a wide range of texts and genres over their time at our school and build the skills to choose for themselves and express their own opinions regarding texts.

Implementation

We begin their reading learning journey by teaching them to read accurately and fluently through the Read Write Inc. phonics programme. It is our intention that all children progress through this programme at a fast, yet rigorous, pace in order to become confident to read age appropriate texts and beyond.

All staff are trained to deliver this programme using a consistent approach. Children are taught graphemes in a specific order and how to blend these graphemes into words. They apply this in their reading through carefully matched books where the words are taught and blending skills applied. Children take these books home to share with their families when they can read confidently. As well as decoding, these lessons teach comprehension skills including retrieval and inference, plus new vocabulary is explicitly taught and discussed in context. Children also take home a 'sharing' book from their class book corner for their families to share with them – thus building up their vocabulary and giving them exposure to hearing how a skilled reader sounds. Assessments are carried out each half term by the Reading Leader, who analyses the children's progress and works with the staff to ensure that children are taught the key skills they need to move on from their starting points. We identify children at risk of falling behind quickly in order to put in place extra tuition to help them to keep up with their peers.

This document outlines our approach to phonics and word reading.

Progression in phonics and word reading

Phonics and Decoding

We teach phonics from the beginning of Reception. We use the Read Write Inc. Phonics scheme to develop children’s phonic knowledge and decoding skills. This runs through Reception, Year 1 and the start of Year 2. We identify children at risk of falling behind quickly in order to put in place extra tuition to help them to keep up with their peers.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How we teach phonics and decoding	See further breakdown^	See further breakdown^	<p>At the start of Year 2 teach children to:</p> <p>Read multi-syllabic words.</p> <p>Apply all phonics learning in longer texts matched closely to what they already know.</p> <p>Throughout Year 2, we use a structured spelling overview to ensure Year 2 spelling rules are taught explicitly. Reading and pronouncing words that use these spelling rules is explicitly taught as part of this structure.</p>	<p>Teach children to read longer words, with an emphasis on correct pronunciation of words they may have already heard but not seen in print.</p> <p>Use the spelling rules below as a guide to building up children’s understanding of root words, prefixes and suffixes (etymology and morphology) to aid with this pronunciation.</p> <p>We use a structured spelling overview to ensure each spelling rule is taught explicitly across each phase at Key Stage 2 – reading these words and understanding how to pronounce them is part of this explicit teaching.</p> <p>We choose texts that include a wide range of these words for teachers to read aloud and model to the class.</p>			
Progression of outcomes	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>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>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I’m, I’ll and we’ll.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.*</p>	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Below is a guide as to what should be taught when in EYFS, Year 1 and beginning of Year 2. However, we do not hold any children back who are learning at a faster rate but use rigorous assessment to ensure they are moved on.

RWI phonics progression (Early Years Foundation Stage to Year 2)

EYFS					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Single letter set 1 sounds. Blend orally. Blend CVC words to read. (Word time 1.1 – 1.4)	All set 1 sounds including ‘special friends’ digraphs (ch, sh, th, qu, ng, nk). Teach blending to read CVC words including all set 1 sounds – increase speed and recognition. (Word time 1.1 – 1.4)	Blend to read 4/5 sound words including all set 1 sounds. (Word time 1.1 – 1.6) Read short phrases with words that use set 1 sounds. (Photocopiable ditty stories)	Read and recognise 3/4/5 sound words with Set 1 sounds with increasing speed. (Word time 1.1 – 1.7) Read short stories using words and sounds from Set 1. (Red ditty books)	Set 2 ‘special friends’ sounds – long vowel sounds (first six – ay, ee, igh, ow, oo, oo). Read words with set 1 and 2 sounds taught. (Green word cards) Read texts of increasing length using 3-4 sound words with known sounds. (Green books: 70 – 100 words)	Set 2 ‘special friends’ sounds continued (last six – ar, or, air, ir, ou, oy). Read words with set 1 and 2 sounds taught. (Green word cards) Read texts of increasing length using 3 - 5 sound words with known sounds. (Later green or early purple books: 70 – 100 words)
Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Review and consolidate Set 2 sounds so children recognise speedily. Read words with set 1 and 2 sounds taught speedily. (Green word cards) Read texts of increasing length using 3 - 5 sound words with known sounds. (Purple books: 70 – 100 words)	Set 3 sounds (first six – a-e, ea, i-e, o-e, u-e, oi) Read words with set 1,2 and 3 sounds taught. (Green word cards) Read texts of increasing length using words with known sounds. (Pink books: 150 words)	Set 3 sounds (last nine – aw, are, er, ow, ai, oa, ew, ire, ure) Read words with set 1,2 and 3 sounds taught. (Green word cards) Read texts of increasing length using words with known sounds. (Orange books: 150 words; increased instances of words with set 2 sounds)	Review and consolidate all Set 3 sounds so children recognise speedily. Read words with set 1, 2 and 3 sounds taught working on, building speed. (Green word cards) Read texts of increasing length using words with known sounds. (Yellow books: 250 words; increased instances of words with set 2 sounds)	Continue as term 4 with a greater focus on increasing reading speed and fluency.	Review and consolidate all sounds so children recognise speedily. Read words with set 1, 2 and 3 sounds taught working on speedily. (Green word cards) Read texts of increasing length using words with known sounds. (Blue books: 300 words; increased instances of words with set 3 sounds)
Year 2					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Read texts of increasing length using words with known sounds. (Blue books: 300 words; increased instances of words with set 3 sounds)	Read texts of increasing length using words with known sounds with fluency and comprehension. (Blue books: 300 words; increased instances of words with set 3 sounds)	Read words with suffixes: - tion; -tious; - cious; -ible; -able. Read texts of increasing length using words with known sounds. (Grey books: 350 words; increased instances of multi-syllabic words and words with suffixes)	Read texts of increasing length using words with known sounds with fluency and comprehension. (Grey books: 350 words; increased instances of multi-syllabic words and words with suffixes)	N/A	N/A

Year 1 and 2 Common Exception (RWI 'red words') and Key Stage 2 Statutory Words

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How we teach reading of common exception words and statutory words	<p>We teach the reading of common exception words starting in Reception through what is known as 'red words' in the Read Write Inc. Phonics scheme. Throughout the scheme, red words are introduced and taught systematically.</p> <p>To teach a 'red word', we explicitly draw children's attention to unusual grapheme-phoneme correspondences so that they begin to recognise these in other similar words. Children then practise recognising these words speedily as part of the routine in every lesson.</p> <p>The words in the National Curriculum Y1 and 2 spelling appendix are examples of common exception words and some of these are additional to the red words taught through the RWI Phonics scheme and vice versa. We try to incorporate any extra exemplified words in our explicit teaching to give our children the best possible exposure.</p> <p>See a breakdown for progression in red words below.</p>		<p>Common exception words that are listed in the Year 2 spelling appendix beyond the red words listed in the RWI phonics scheme are explicitly taught to be read in spelling and reading lessons and throughout the English curriculum. They are practised on a regular basis to increase children's recognition and speed.</p> <p>We continue to draw children's attention to unusual grapheme-phoneme correspondences so that they begin to recognise these in other similar words.</p>	<p>We use a structured spelling overview which includes planned opportunities for statutory exception words to be taught explicitly across each phase at Key Stage 2 – reading these words and understanding how to pronounce them is part of this explicit teaching. We draw attention to the unusual grapheme-phoneme correspondences so that they recognise these in other similar words.</p> <p>We choose texts that include a wide range of these words for teachers to read aloud and model to the class.</p>			
Progression of outcomes	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read the Y1 and 2 common exception words with fluency, recognising them automatically.</p>	<p>Read most Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read most Y5/Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read all Y5/Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

* Year 1 and 2: These suggested words are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell. Year 3-6 words are statutory and listed in English Appendix 1.

'Red words' Progression

Ditty sheets/Red books	Green books	Purple books	Pink books	Orange books	Yellow books	Blue books	Grey books
put, I, the, no, of, my, (for), he	your, said, you, be, are	to, me, go, baby, (paint)	all, (like), I've, want, call, we, her, she, (washing), some, so	what, they, do, old, was	saw, watch, school, watch(es), small, their, were, who, tall, one, brother, I'm, there, fall, any, where, wall	does, other, two, could, ball, would, (wash), water, anyone, over, wasn't, through, once, son, whole, people	should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear