

Early Reading Progression – Phonics, word reading and comprehension

	Phonics (following RWI sounds)	EYFS Framework/National Curriculum		Practice
EYFS	Set 1 sounds: m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch q u ng nk Set 2 sounds: ay ee igh ow oo oo ar air ir ou oy	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.		• Daily phonics lessons – one RWInc and one whole class • RWI storybook lessons when children are at Red Ditty book stage • Phonics intervention. • 1:1 reading at least once a week. 2 books, sent home weekly, based on phonics taught and High Frequency Words (HFW). Parent volunteers to hear non-readers. • Stories read daily to the children, focusing on speaking and listening skills and comprehension. • Challenges in the areas promote reading through activities. • Reading area includes picture books, decodable books and non-decodable books. • Reading area is inviting and quiet, promoting independent reading. Challenge in this area is linked to the High Frequency words in their reading books.
Y1	Revision of Set 1 sounds Set 2 sounds: ay ee igh ow oo oo ar air ir ou oy Set 3 sounds: ea oi a-e	Pupils should be taught to: (word reading) • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme correspondences) that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe	Pupils should be taught to: (comprehension) • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with	• Twice daily phonics lessons – one RWI and one whole class input (Intervention groups to close gaps) • Three reading books for home reading given weekly, children will have been exposed to sounds in books • Daily reading as part of RWInc lesson • Target children having 1:1 daily reading • Reading area is inviting and quiet, promoting independent reading. • Phonics games played. • Wide range of stories read in class. • Access to class library/reading corner. • Shared book to take home to read with parents.

	i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion	represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading	predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	
Y2	Revision of Set 1 sounds Set 2 sounds: ay ee igh ow oo	Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above	Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at	• Daily RWI session and whole class phonics session. • Once children are off programme (ie. they have completed grey), they take part in a reading response session using a longer text designed to build fluency and embed sound knowledge. • Whole class Reading Comprehension lesson as part of their English curriculum

	oo ar air ir ou oy Set 3 sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion	• read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading	which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking	• Interventions throughout the week with target children. • Fast track target sessions take place before school for a small number of children.
--	--	---	--	--

			questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	
--	--	--	--	--