|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Our RWI parent meetings for EYFS and KS1 – St Nicholas CE Primary ...](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.st-nicholas-newromney.kent.sch.uk%2Four-rwi-parent-meetings-for-eyfs-and-ks1%2F&psig=AOvVaw285D2jxvmIoIAgd-2DnxzO&ust=1591345406277000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPDOjN_d5-kCFQAAAAAdAAAAABAF)Key Skills Progression in Reading: Phonics and Word Reading | | | | |
| **Foundation Stage** | **Y1** | **Y2** | **Y3&4** | **Y5&6** |
| **Use phonic knowledge to decode regular words and read them aloud accurately**   * *Daily phonics lessons…learning graphemes (See RWI for order) Set 1 & Set 2 sounds* * *Blending graphemes to read words* * *Reading ditties* * *Beginning to read small books – RWI and Songbird phonics books matched to their phonic learning* | **Apply phonic knowledge and skills as the route to decode words.**  **Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable alternative sounds for graphemes**  **Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**   * *RWI lessons 3x each week* * *Revising set 2 and learning set 3 sounds RWI* * *Reading RWI banded books matched to phonic learning* | **Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded & reading is fluent.**  **Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for the graphemes.**   * *Some children continue RWI lessons – TA led* * *English lessons 2x each week include some phonic revision and practise to increase fluency* * *Reading RWI books matched to phonic learning* * *Reading home and guided reading books* |  |  |
| **Read some common irregular words**   * *RWI lessons – introduction of red words* * *RWI readers…C.E. words appear in red* | **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**   * *Continuing to learn red words as introduced in RWI* * *Read RWI books.* * *Read Book band levelled books* | **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**   * *Spelling cards for y1 and y2 common exception words* * *Whole class and guided reading texts* | **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**   * *Spelling cards* * *Whole class reading* |  |
|  | **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 and understand use of apostrophe**   * *Introduce in RWI lessons* * *Read in RWI books.* * *Read in Book band levelled books* | **Read accurately words of two or more syllables that contain the taught GPCs**   * *Class texts –whole class reading* * *Guided reading groups* |  |  |
| **Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.**  **Re-read these books to build up their fluency and confidence in word reading.**   * *Reading RWI books – same book repeated at least twice before moving on.* | **Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.**   * *Daily individual reading in class* * *Home reading* * *Use of book bands* |  |  |
|  | **Read aloud words containing common suffixes**  **-ly, -ment, -ness, - ful, -less, cious,**   * *Guided reading* * *Spag lessons* * *Spelling lessons* | **Apply their growing knowledge of root word, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.**   * *Spell to excel – both years* * *Y4 Comparatives /superlatives LWW* | **Apply their growing knowledge of root word, prefixes and suffixes, both to real aloud and to understand the meaning of new words that they meet.**   * *Spell to excel in Y5 and Y6.* |
| **Expected progress through RWI levels in FS**  Red ditties, green books, purple books (with HAP reaching pink books.) | **Expected progress through RWI levels in Y1**  Purple, Pink, Orange, Yellow, blue (with HAP reaching grey) | **Expected progress through RWI levels in Y2**  All children to have completed blue and grey books and moved on to whole class texts. |  |  |
|  | At least 90% of children should achieve 32+/40 score in Y1 screens | 100% of children should achieve 32+/40 in phonic screening |  |  |