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| Our RWI parent meetings for EYFS and KS1 – St Nicholas CE Primary ...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*
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| **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*
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|  | **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*
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| **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*
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|  | **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.*
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| **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 |  |  |