

# Key Skills Progression in Reading: Phonics and Word Reading

Foundation Stage	Y1	Y2	Y3&4	Y5&6
<p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <ul style="list-style-type: none"> <li>Daily phonics lessons...learning graphemes (See RWI for order) Set 1 &amp; Set 2 sounds</li> <li>Blending graphemes to read words</li> <li>Reading ditties</li> <li>Beginning to read small books – RWI and Songbird phonics books matched to their phonic learning</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>RWI lessons 3x each week</li> <li>Revising set 2 and learning set 3 sounds RWI</li> <li>Reading RWI banded books matched to phonic learning</li> </ul>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded &amp; 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.</p> <ul style="list-style-type: none"> <li>Some children continue RWI lessons – TA led</li> <li>English lessons 2x each week include some phonic revision and practise to increase fluency</li> <li>Reading RWI books matched to phonic learning</li> <li>Reading home and guided reading books</li> </ul>		
<p>Read some common irregular words</p> <ul style="list-style-type: none"> <li>RWI lessons – introduction of red words</li> <li>RWI readers...C.E. words appear in red</li> </ul>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <ul style="list-style-type: none"> <li>Continuing to learn red words as introduced in RWI</li> <li>Read RWI books.</li> <li>Read Book band levelled books</li> </ul>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <ul style="list-style-type: none"> <li>Spelling cards for y1 and y2 common exception words</li> <li>Whole class and guided reading texts</li> </ul>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <ul style="list-style-type: none"> <li>Spelling cards</li> <li>Whole class reading</li> </ul>	
	<p>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</p> <ul style="list-style-type: none"> <li>Introduce in RWI lessons</li> <li>Read in RWI books.</li> <li>Read in Book band levelled books</li> </ul>	<p>Read accurately words of two or more syllables that contain the taught GPCs</p> <ul style="list-style-type: none"> <li>Class texts –whole class reading</li> <li>Guided reading groups</li> </ul>		
	<p>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.</p> <ul style="list-style-type: none"> <li>Reading RWI books – same book repeated at least twice before moving on.</li> </ul>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <ul style="list-style-type: none"> <li>Daily individual reading in class</li> <li>Home reading</li> <li>Use of book bands</li> </ul>		
		<p>Read aloud words containing common suffixes -ly, -ment, -ness, -ful, -less, cious,</p> <ul style="list-style-type: none"> <li>Guided reading</li> <li>Spag lessons</li> <li>Spelling lessons</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Spell to excel – both years</li> <li>Y4 Comparatives /superlatives LWW</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Spell to excel in Y5 and Y6.</li> </ul>
<p>Expected progress through RWI levels in FS Red ditties, green books, purple books (with HAP reaching pink books.)</p>	<p>Expected progress through RWI levels in Y1 Purple, Pink, Orange, Yellow, blue (with HAP reaching grey)</p>	<p>Expected progress through RWI levels in Y2 All children to have completed blue and grey books and moved on to whole class texts.</p>		
	<p>At least 90% of children should achieve 32+/40 score in Y1 screens</p>	<p>100% of children should achieve 32+/40 in phonic screening</p>		