



EARLY READING SKILLS PROGRESSION

"To learn to read is to light a fire; every syllable that is spelled out is a spark."

Victor Hugo, *Les Miserables*

Overview of Progression in Read Write Inc.

This document sets out the expected reading progressions within Read, Write, Inc lessons. The objectives are further embedded within ALL subjects across our Topic lessons. See separate termly Genre Maps for each year group for more detail of reading progression across school.

These objectives are set out as if children are achieving as expected throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.

Expectation of Progress	Colour Group	They can read (sounds)	They should know (red words)	Teach	Books to Read	Next Assessment
	Speed Sounds A			Teach single letter sounds and word time 1.1.-1.3	Lilac/Picture Books	Most single letter sounds
Foundation 2 - October	Speed Sounds B	Most single letter sounds		Review single letter sounds and teach gaps and teach word time 1.1.-1.4	Lilac/Picture Books	Oral Blending
Foundation 2 - December	Speed Sounds C	Most single letter sounds and can orally blend		Review single letter sounds and teach gaps and teach word time 1.1.-1.4	Sound Blending Books 1-5	Blending CVC words
Foundation 2 - February	Photocopied Ditty	Set 1 sounds speedily Fred talk CVC words		Teach Set 1 special friends Review word time 1.1.-1.4 and teach 1.5 - 1.6 Photocopied Ditties 1-10	Sound Blending Books 6-10	Read all Set 1 sounds incl. special friends Fred talk CVC and CVCC green words (Set 1) Fred talk CVC nonsense words
Foundation 2 - April	Red	Read all Set 1 sounds incl. special friends speedily Fred talk CVC and CVCC green words (Set 1) Fred talk CVC nonsense words	I, the, no, of, my, *for, he	Review Set 1 sounds Review word time 1.1.-1.5 Teach word time 1.6 - 1.7 Photocopied Ditties 11-20 if needed before Red books	Red Books	Read CCVC or CVCC green words with Fred talk (Set 1) Read CCVC or CVCC nonsense words with fred talk
Foundation 2 - May - July	Green	Read CCVC or CVCC green words with Fred talk (incl. Set 1 special friends) Read CCVC or CVCC nonsense words with Fred talk (incl. Set 1 special friends)	your, said, you, are	Teach Set 2 sounds (ay, ee, igh, ow, oo, oo) Read green and nonsense words containing these sounds Review all Set 1 sounds speedily Review Set 1 green words speedily	Green Books	Read CCVC or CVCC green words with Fred talk (incl. Set 1 special friends) speedily Read the first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo) Use Fred talk to read green and nonsense words that incl. these sounds

Foundation 2 - July Year 1 - October	Purple	Read CCVC or CVCC green words with Fred talk (incl. Set 1 special friends) speedily Read the first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo) Use Fred talk to read green and nonsense words that incl. these sounds	to, me, go, baby, *paint	Teach Set 2 sounds (ay, ee, igh, ow, oo, oo) Read green and nonsense words containing these sounds Review all Set 1 sounds speedily Review Set 1 green words speedily	Purple Books	Read CCVC or CVCC green words with Fred talk (incl. Set 1 special friends) speedily Read the first 6 sounds in Set 2 (ay, ee, igh, ow, oo, oo) Use Fred talk to read green and nonsense words that incl. these sounds
Year 1 - December	Pink	Read the first 6 sounds in Set 2 (ay, ee, igh, ow, oo, oo) speedily Fred talk words that contain these sounds.	all, *like, I've, want, call, we, be, her, she, washing, some, so	Teach Set 2 sounds (ar, or, air, ir, ou, oy) Read green and nonsense words containing these sounds Review Set 2 sounds (ay, ee, igh, ow, oo, oo) Review green words containing these sounds Review Set 1 green words speedily	Pink Books	Read the last 6 Set 2 sounds (ar, or, air, ir, ou, oy) speedily Use Fred talk to read green and nonsense words that incl. these sounds Read green words that contain (ay, ee, igh, ow, oo, oo) speedily
Year 1 - February	Orange	Read all Set 2 sounds speedily Read Set 2 green words speedily Fred talk nonsense words that contain Set 2 sounds	what, they, do, old, was	Teach Set 3 sounds (ea, a-e, i-e, o-e, u-e, oi, e-e) Read green and nonsense words containing these sounds Review all Set 2 sounds speedily Review Set 2 green words speedily	Orange Books	Read Set 2 sounds in green words speedily Read Set 2 nonsense words with fred talk
Year 1 - April	Yellow	Read all Set 2 sounds speedily Read Set 2 green words speedily Fred talk nonsense words that contain Set 2 sounds	saw, watch, school, small, their, who, tall, brother, were, one, there, I'm, fall, any, wall, where	Teach Set 3 sounds (aw, are, ur, er, ow, ai, oa) Read green and nonsense words containing these sounds Review Set 3 sounds (ea, a-e, i-e, o-e, u-e, oi, e-e) Review green and alien words containing these sounds Review Set 2 green words speedily	Yellow Books	Read these Set 3 sounds (ea, a-e, i-e, o-e, u-e, oi, e-e) speedily Read green and nonsense words that contain these sounds with Fred talk Read a passage at 60 WPM
Year 1 - July	Blue	Read first 6 Set 3 sounds (ea, a-e, i-e, o-e, u-e, oi) speedily Read green and nonsense words that contain these sounds with Fred talk Read a passage at 60 WPM	does, other, two, could, ball, water, would, anyone, over, wasn't, through, once, son, people, whole	Teach Set 3 (ew, ire, ear, ure, au, e-e, ue, ie, ph, wh, kn, tious, tion, cious) Read green and nonsense words containing these sounds Review Set 3 sounds previously taught ^ Review green and alien words containing these sounds Review Set 2 green words speedily	Blue Books	Read all Set 3 sounds speedily Read Set 3 sounds in nonsense words with Fred talk Read a passage at 70 WPM
Year 2 - December	Grey	Read all Set 3 sounds speedily Read Set 3 sounds in nonsense words with Fred talk Read a passage at 70 WPM	should, come, many, mother, above, caught, worse, father, here, buy, bought, great, someone, everyone, thought, another, talk, other, love, wear, walk	Review all taught sounds (Set 1, 2 and 3) Review green and alien word cards for corresponding taught sounds ^	Grey Books	Read all Set 3 sounds in nonsense words with Fred talk Read multi-syllabic green words speedily Read a passage at 80 WPM

<u>SET 1</u>		<u>SET 2</u>		<u>SET 3</u>	
<u>Sound</u>	<u>Rhyme</u>	<u>Sound</u>	<u>Rhyme</u>	<u>Sound</u>	<u>Rhyme</u>
m	Down Maisie then over the mountains	ay	May I play	ea	Cup of tea
a	Round the apple and down the leaf	ee	What can you see	oi	Spoil the boy
s	Slither down the snake	igh	Fly high	a-e	Make a cake
d	Around the dinosaurs bottom up his tall neck and down to his toes	ow	Blow the snow	i-e	Nice smile
t	Down the tower and across the tower	oo	Poo at the zoo	o-e	Phone home
i	Down the body and a dot for the head	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over his net	ar	Start the car	e-e	Go Pete and Steve
p	Down the pirates plait and around his face	or	Shut the door	aw	Yawn at dawn
g	Around the girls face, down her hair and give her a curl	air	That's not fair	are	Care and share
o	All around the orange	ir	Whirl and twirl	ur	Nurse with a purse
c	Curl around the caterpillar	ou	Shout it out	er	A better letter
k	Down the kangaroos body, tail and leg	oy	Toy for a boy	ow	Brown cow
u	Down and under the umbrella, up to the top and draw the puddle			ai	Snail in the rain
b	Down the laces to the heel and over the boot			oa	Goat in a boat
f	Down the stem and draw the leaves			ew	Chew the stew
e	Lift off the top and scoop out the egg			ire	Fire, fire
l	Down the long leg			ear	Hear with your ear
r	Down the robots back and curl over his arm			ure	Sure it's pure

j	Down his body, curl, dot for his head			ue	Come to the rescue
v	Down a wing, up a wing			ie	Terrible tie
y	Down a horn, up a horn and under the yak's head			au	Paul the astronaut
w	Down, up, down, up the worm			tious	Scrumptious delicious
z	Zig, zag, zig			tion	Pay attention it's a celebration
x	Down the arm and leg repeat the other side				
sh	Sh says the horse to the hissing snake				
th	The princess in the tower is saved by the horse, thank you				
qu	The queen never goes out without her umbrella				
ng	Thing on a string				
nk	I think I stink				
ck	Tick, tock, clock				

Early Reading Skills Progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Foundation 1	Word Reading	<p>Talk about sounds in the environment.</p> <p>Notice some print such as the first letter of my name.</p> <p>Recognise some familiar logos,</p> <p>Hold a book the correct way and turn the pages.</p>		<p>Start to identify words with the same initial sound.</p> <p>Start to clap the syllables in words.</p> <p>Start to understanding the concepts of print.</p>		<p>Orally blend cvc and ccvc/cvcc words.</p> <p>Spot words with the same initial sound.</p> <p>Clap/count the syllables in words.</p> <p>Spot and suggest rhymes.</p>		<p>Develop their phonological awareness, so that they can</p> <ul style="list-style-type: none"> * spot and suggest rhymes * count or clap syllables in a word * recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>
		Learn, hear, say and identify Set 1 sounds in order - m, a, s, d, t, i	Learn, hear, say and identify Set 1 sounds in order - n, p, g, o, c, k	Learn, hear, say and identify Set 1 sounds in order - u, b, f, e, l, r	Learn, hear, say and identify Set 1 sounds in order - j, v, y, w, z, x	Learn, hear, say and identify Set 1 digraphs in order - sh, th, qu, ng, nk, ch	Recap all Set 1 sounds and digraphs already covered.	
	Comprehension	<p>Start to engage in play around familiar stories using props.</p> <p>Enjoy sharing books with adults</p> <p>Say a word linked to the story</p> <p>Say how a picture from the story makes me feel</p>		<p>Engage in play around my favourite stories.</p> <p>Say (predict) from the front cover who might be in the story</p> <p>Sequence key events from stories that are familiar.</p>		<p>Retell some familiar stories.</p> <p>Talk about stories I have heard.</p>		<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Foundation 2	Word Reading	Hear and say initial sounds for words	Match most of the Set 1 letters and sounds	Match all Set 1 single letters and sounds		Match the letter and sound for all Set 1 single letter sounds and digraphs		<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>
		Say the sound for some letters (e.g. from my name or familiar names - Mum/Dad)	Say the Set 1 sounds in CVC words	Start to identify some digraphs		Match the letter and sound for at least 10 digraphs		
		Orally segment and blend words (e.g. adult says cat and child says c-a-t)	Start to blend sounds together	Segment and blend the sounds in CVC words for reading	Read captions	Secure segmenting and blending of CVC words for reading		
			Segment and blend CVC words	Re-read books to build word reading and fluency		Read CCVC or CVCC words containing know digraphs (sh, th, ch, ng, nk, qu, ck, zz, ll, ff, ss)		
			Start to read captions e.g. the cat and the dog			Read simple sentences and books matched to my phonic ability		
By the end of each half term children should be able to:								
		Read all single letter Set 1 sounds	Recap Set 1 special friends	Recap Set 1 special friends	Recap on any Set 1 sounds (addressing gaps)	Read Set 2 sounds (ay, ee, igh, ow, oo, oo)	Read Set 2 sounds (ar, or, air, ir, ou, oy)	
		Lilac/Picture Books	Blend sounds into words orally	Secure blending of green words and nonsense words with special friends (Word Time 1.5 - 1.6)	Secure blending of green and nonsense words containing all Set 1 sounds	Blend sounds to read green and nonsense words containing these sounds.	Blend sounds to read green and nonsense words containing all Set 2 sounds	
			Blend single letter sounds of green and nonsense words (Word Time 1.1-1.4)	Read Photocopied Ditty stories	Children are taught to blend words containing 4/5 sounds and consonant blends (Word Time 1.6 - 1.7)	Recall previous common exception words and be exposed to new common exception words: your, said, you, are	Children to build speed of reading words containing Set 1 sounds	
			Sound Blending Books 1-5	Sound Blending Books 6-10	Read common exception words: I, the, no, of, my, *for, he	Recall previous common exception words and be exposed to new common exception words: your, said, you, are	Recall previous common exception words and be exposed to new common exception words: to, me, go, baby, *paint	
					Read Red Story books	Read Green Story books	Read Purple Story books	

	Comprehension	<p>Talk about stories I have heard</p> <p>Join in with familiar rhymes and songs (and some patterned stories)</p> <p>Listen carefully to stories, rhymes, non-fiction and songs</p> <p>Talk about what has happened in the story so far</p> <p>Retell the key events in stories</p> <p>Starting to recall facts from non-fiction texts</p>	<p>Retell key events from stories read</p> <p>Describe the key events in detail</p> <p>Recall facts from a non-fiction book</p> <p>Re-read books to gain further understanding and enjoyment</p> <p>Say what might happen next linked to other similar stories</p> <p>Talk about stories, rhymes, non-fiction and songs</p>	<p>Explain what I have read or has been read to me</p> <p>Retell simple stories</p> <p>Recall facts from information</p> <p>Say what I think might happen next</p> <p>Use new vocabulary throughout my play</p>	<p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate (where appropriate) key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations	
Year 1	Word Reading	<p>Children are taught their Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.</p> <p>Children are taught to read words containing all Set 2 sounds.</p> <p>Children build speed of reading words containing Set 1 sounds, particularly Word Time 1.6-1.7.</p>	<p>Review Set 2 sounds, particularly: ar, or, air, ir, ou, oy.</p> <p>Children build speed reading of words containing the Set 2 sounds: ay, ee, igh, ow, oo, oo.</p> <p>Children are taught Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e and taught to read words containing these sounds.</p>	<p>Children to build on speed of reading words containing Set 1, 2 and these Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e.</p> <p>Children are taught the rest of the Set 3 sounds (aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, e-e, ue, ie, ph, wh, kn, tious, tion, cious)</p>	<p>Children to build on speed of reading words containing all Set 1, 2 and Set 3 sounds.</p> <p>Begin to read multisyllabic words, including words with suffix endings.</p>	<p>Children to build on speed of reading words containing all Set 1, 2 and Set 3 sounds.</p> <p>Read multisyllabic words with increased accuracy.</p>	<p>Children to read words containing Set all 1, 2 and Set 3 sounds speedily.</p> <p>Read multisyllabic words with increased accuracy and pace.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p>	
		By the end of each half term children should be able to:							
		<p>Read the first six Set 2 sounds speedily: ay, ee, igh, ow, oo, oo</p> <p>Read Purple Story books</p>	<p>Read all Set 2 sounds speedily</p> <p>Read real and nonsense words containing Set 2 sounds</p> <p>Read Pink Story books</p>	<p>Read some Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e.</p> <p>Read real and nonsense words containing Set 2 sounds</p> <p>Read Orange Story books</p>	<p>Read these Set 3 sounds speedily: ea, oi, a-e, i-e, o-e, u-e, e-e.</p> <p>Read real and nonsense words containing these sounds</p> <p>Read Yellow Story books</p>	<p>Read all of Set 3 sounds</p> <p>Read 60 WPM</p> <p>Read Yellow Story books</p>	<p>Read all of Set 3 sounds speedily</p> <p>Read 70 WPM</p> <p>Read Blue Story books</p>	<p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand the apostrophe represents the omitted letters.</p> <p>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 the words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>	
<p>Throughout Year 1 children are expected to:</p> <p>Read sentences linked to phonic knowledge and ability</p> <p>Be exposed to a range of text types (fiction, non-fiction, poetry)</p> <p>Read Year 1 common exception words</p>								<p>Children can read at a pace of 60-70 WPM.</p>	

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 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 and 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.

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					<p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Year 2	Word Reading	Children to read words containing Set 1, 2 and 3 sounds speedily	Recap any missing sound gaps and build fluency when reading stories	Read all words including nonsense and multisyllabic words that include Set 1, 2 and 3 sounds speedily and accurately.	Children are encouraged to read a range of text types (fiction, non-fiction and poetry).			Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding had become embedded and reading is fluent.
		Read multisyllabic words with accuracy and pace	Read multisyllabic words with accuracy and pace. Children on track for EXP will complete programme by end of Autumn 2.		Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read Y2 common exception words.			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. Read words containing common suffixes.
By the end of each half term children should be able to:								
		Read Blue storybooks with increased fluency and comprehension	Read Grey storybooks	Read Grey story books with increased fluency and comprehension	Read with pace and fluency			Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
		Read all of Set 3 sounds speedily	Read multisyllabic words speedily	Read multisyllabic words speedily	Begin to use expression as appropriate			Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
		Read 70 WPM	Read all of Set 3 sounds speedily	Read all Set 3 sounds speedily	Read multisyllabic words with little or no hesitation			Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
			Read 80 WPM	Read 80+ WPM	Read Y2 common exception words			Re-read these books to build up their fluency and confidence in word reading.
					Read 90+ WPM			They can read all sounds un words, including multisyllabic words, with little or no hesitation.
								Children can read stories and passages at 80-90 WPM.

Comprehension	<p>Children are taught specifically to:</p> <p>Use clues to predict</p> <p>Answer and ask questions (verbally or in a simple written format)</p> <p>Discuss the sequence of events in books</p> <p>Discuss and clarify the meaning of words</p>	<p>Children are taught specifically to:</p> <p>Explain and discuss their understanding of books</p> <p>Begin to answer questions about a text in a written form</p> <p>Discuss their favourite books, words and phrases</p> <p>Be introduced to non-fiction books that are structured in different ways</p> <p>Make inferences on the basis of what is said and done</p>	<p>Children are taught specifically to:</p> <p>Participate in discussion about poems</p> <p>Continue to build up a repertoire of poems</p> <p>Recognise simple recurring literary language in poetry</p> <p>Answer more complex range of questions about longer pieces of text in a written format</p> <p>(plus Autumn and Spring objectives)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring language in stories and poetry,</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Continued on next page...</p>

					<p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussions about books and poems that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books and poems, both those that they listen to and those that they read for themselves</p>
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