



Read Write Inc. Reading Progression and Long Term Plan

Reading Curriculum Nursery					
Cygnets 2-3 year olds					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children enjoy songs and rhymes 1:1 and in small groups.</p> <p>Children copy actions to some songs</p>	<p>Children say some of the words from songs, rhymes and familiar stories.</p> <p>Children join in with songs and rhymes, copying the rhythm and tempo.</p>	<p>Children can choose a favourite book.</p>	<p>Children sing songs and favourite nursery rhymes independently.</p> <p>Children independently explore books, flicking through the pages and looking at the pictures.</p>	<p>Children notice print in the environment that is important to them: the first letter of their name or the numeral for their age.</p> <p>RWI frieze is available for children to recognise the letters and pictures in the letters.</p>	<p>Children notice print in the environment that is important to them: the first letter of their name or the numeral for their age.</p> <p>RWI frieze is available for children to recognise the letters and pictures in the letters.</p>

Reading Curriculum Nursery					
Wagtails and Ducklings 3-4 year olds					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Comprehension</u> Children will know the logos</p>	<p><u>Comprehension</u> Children will know a range of</p>	<p><u>Comprehension</u> Children will know print has different purposes by exploring menus,</p>	<p><u>Comprehension</u> Children will know the names of different parts</p>	<p><u>Comprehension</u></p>	<p><u>Comprehension</u></p>



<p>for familiar businesses/landmarks.</p> <p>Children will select and ask adults to read them stories.</p> <p><u>Word Reading</u> Children will discriminate between different environmental/animal/musical sounds.</p> <p>The RWI frieze will be available in the rooms and in the outdoor area for children to recognise and be familiar with the letters and pictures.</p>	<p>environmental signs e.g. bus stop, on/off, stop, go.</p> <p>Children can hold a book the correct way up, turning the pages from right to left, one at a time.</p> <p><u>Word Reading</u> Children will clap syllables in a word.</p>	<p>magazines, newspapers & labels.</p> <p>Children will engage in conversations about the stories they read.</p> <p><u>Word Reading</u> Children will recognise the initial sound in their name.</p> <p>Children will recognise words with the same initial sound such as mum and milk</p>	<p>of a book including the cover, title, author.</p> <p>Children will identify detailed features in picture books.</p> <p><u>Word Reading</u> Children will join in with sound games (introducing Fred Frog).</p>	<p>Children can point out and talk about the main characters.</p> <p><u>Word Reading</u> Children will know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z.</p>	<p>Children will know how to read from left to right and top to bottom.</p> <p><u>Word Reading</u> Children can identify the initial sound in the RWI picture cards.</p>
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<p>Half-termly expectations (Secure)</p>	<p>RWI Set 1 m a s d t i n p g o c</p>	<p>RWI Set 1 k u b f e l h r j v w x y z sh th, ng, nk, qu Recap any single sounds from previous half term that show gaps in learning</p>	<p>Phonic Sounds: RWI Differentiated groups Secure blending of words containing these sounds: sh th, ng, nk, qu</p>	<p>Recap RWI Set 1 Special Friends: sh th ch qu ng nk</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children build speed of reading words containing set 1 sounds.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
	<p>Read all single letter set 1 sounds</p>	<p>Read all set 1 sounds. - Blend sounds into words orally</p>	<p>Blend sounds to read words Read short ditty stories.</p>	<p>Read Red storybooks</p>	<p>Read Green storybooks. Read some set 2 sounds.</p>	<p>Read Green or Purple storybooks. Read some set 2 sounds.</p>	<p>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>



Reading Curriculum Year 1

Phonics – Read Write Inc

Children will be learning phonics in Read Write Inc. groups at their challenge point following half termly assessments.

Phonics is taught 4 times a week.

Day 1 - 3 introduce a new sound, Day 4 - recap and review

Reading

Throughout Year 1 children are expected to:
Read sentences linked to phonic knowledge and ability.
Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes).
Read Year 1 common exception words.

Children are grouped based on phonics assessments.

Day 1 (accuracy) - daily speed sounds, speed sounds from the storybook, story green words, speedy green words, red words, partner practise

Day 2 (accuracy) - daily speed sounds, story introduction, first read (children), read aloud (teacher), hold a sentence

Day 3 - daily speed sounds, speedy green words, red words, partner practise speedy green and red words, second read (children)

Day 4 - review speed sounds lesson, think about the story, third read (children) and voice choice, questions to talk about, hold a sentence.

EYFS	Autumn		Spring		Summer		End of Year 1 Expectations
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	



<p>Half-termly expectations (Secure)</p>	<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 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 of reading words containing these 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</p>	<p>Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, ee).</p> <p>Children are taught the rest of the set 3 sounds.</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Begin to read multisyllabic words, including words with suffix endings.</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Read multisyllabic words with increased accuracy.</p>	<p>Children to read words containing set 1, 2 and 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. 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 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 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</p>
	<p>Read Purple storybooks.</p> <p>Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)</p>	<p>Read Pink storybooks.</p> <p>Read all set 2 sounds speedily.</p> <p>Read nonsense words containing set 2 sounds.</p>	<p>Read Orange storybooks.</p> <p>Read some set 3 sounds. - Read set 2 sounds within nonsense words.</p>	<p>Read Yellow storybooks.</p> <p>Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e).</p> <p>Read above sounds in nonsense words.</p>	<p>Read Yellow storybooks.</p> <p>Read all of set 3 sounds.</p> <p>Read 60/70 words per minute.</p>	<p>Read Blue storybooks.</p> <p>Read all of set 3 sounds speedily.</p> <p>Read 70 words per minute.</p>	



								strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.
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Reading Curriculum
Year 2

Phonics – Read Write Inc

Children will be learning phonics in Read Write Inc. groups at their challenge point following half termly assessments.

Phonics is taught 4 times a week.

Day 1 - 3 introduce a new sound, Day 4 - recap and review

If children move off of the RWI programme, they will move onto the RWI Reading Comprehension programme.

Reading

Children are grouped based on phonics assessments.

Choose books to read for their own pleasure

Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)

Answer a range of questions based on the reading domains – both verbally and in written form.

Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.

Phonics is taught 4 times a week.

Day 1 (accuracy) - daily speed sounds, speed sounds from the storybook, story green words, speedy green words, red words, partner practise

Day 2 (accuracy) - daily speed sounds, story introduction, first read (children), read aloud (teacher), hold a sentence

Day 3 - daily speed sounds, speedy green words, red words, partner practise speedy green and red words, second read (children)

Day 4 - review speed sounds lesson, think about the story, third read (children) and voice choice, questions to talk about, hold a sentence.

Day 3 - daily speed sounds, partner practise, third read and voice choice, questions to talk about, questions to read and answer verbally with their partners.

EYFS	Autumn		Spring		Summer		End of KS1 Expectations
Half-termly expectations (Secure)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	



	<p>Children recap their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children build speed of reading words containing set 2 sounds, particularly word time 1.6-1.7.</p> <p>Children read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.</p>	<p>Recap set 2 sounds, particularly: ar, or, air, ir, ou, oy</p> <p>Children recap set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e</p> <p>Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.</p>	<p>Read Write Inc Comprehension Programme</p> <p>Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.</p> <p>Children on track for expected will complete the programme at the end of Spring 1.</p>	<p>Read Write Inc Comprehension Programme</p> <p>Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).</p> <p>Daily opportunities for children to build pace and fluency of reading.</p> <p>Learn how and when to use expression in reading.</p> <p>Children to read multisyllabic words and words with suffix endings.</p> <p>Children to read topic related vocabulary.</p> <p>Children to read year 2 common exception words.</p>	<p>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. By the end of each half- Read words containing common suffixes.</p> <p>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. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including</p>
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	<p>Read Blue storybooks with increased fluency and comprehension.</p> <p>Read all of set 3 sounds speedily.</p> <p>Read 70/80 words per minute.</p>	<p>Read Grey storybooks.</p> <p>Read all of set 3 sounds speedily.</p> <p>Read 80 words per minute.</p> <p>Read multisyllabic words speedily.</p>	<p>Read Grey storybooks with increased fluency and comprehension.</p> <p>Read all of set 3 sounds speedily.</p> <p>Read 80/90+ words per minute.</p> <p>Read multi-syllabic words speedily.</p>	<p>Read with pace and fluency.</p> <p>Begin to use expression as appropriate.</p> <p>Read at a pace of 90 words per minute.</p> <p>Read multisyllabic words with little or no hesitation.</p> <p>Read year 2 common exception words</p>	<p>multisyllabic words, with little or no hesitation.</p>
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Year 2 from Spring 1 (if on track)
Reading Comprehension

Pupils should be taught to:	Reading Skills and Objectives
<p>develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</p> <p>Taught through all RWI Comprehension modules</p>	<p>Word Reading</p> <ul style="list-style-type: none"> ● Blend GPCs to read accurately ● Recognise alternative sounds for graphemes ● <u>Apply phonic knowledge across the curriculum</u> ● <u>Read words of two or more syllables (EXS KS1)</u> ● <u>Read most words containing common suffixes (link to spelling) (EXS KS1)</u> ● <u>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</u> ● Sound out unfamiliar words and use other reading strategies when reading aloud ● <u>Orchestrate a range of reading strategies to decode successfully</u> ● <u>Self-correct when reading aloud</u> <p>Fluency</p> <ul style="list-style-type: none"> ● Re-read books to build fluency and confidence ● Decrease reliance on 'sounding out' in common words ● <u>Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)</u> ● <u>Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)</u>



- [Read Year 2 texts with expression and appropriate volume](#)
- [Read Year 2 texts with good phrasing](#)
- [Read Year 2 texts smoothly with few breaks](#)
- [Read Year 2 texts at conversational pace](#)
- Learn some classic poems by heart

Comprehension – Vocabulary Knowledge

- Use the surrounding text to aid them in understanding unknown vocabulary
- Infer meanings from the vocabulary used
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

Comprehension – Imagining

- Develop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawing

Comprehension – Linking

- Develop understanding by linking reading to prior knowledge and/or background information
- Make links between the book they are reading and other books they have read (GD KS1)

Comprehension – Asking Questions

- Ask questions to themselves as they are reading
- Ask 'Why' and 'I wonder' questions

Comprehension – Clarifying and Retrieving

- [Check that the text makes sense as they read and correct inaccurate reading \(EXS KS1\)](#)
- [Build comprehension by retrieving basic information from a text \(EXS KS1\)](#)
- Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions
- Use vocabulary knowledge, including synonyms, to aid comprehension
- Order the events in a text

Comprehension – Inferring

- [Make inferences about characters, settings and events \(EXS KS1 and GD KS1\)](#)
- Use vocabulary knowledge, including synonyms, to aid inference

Comprehension – Predicting

- Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)

Comprehension – Summarising

- [Explain what has happened so far in what they have read \(EXS KS1\)](#)

Comprehension – Understanding Purpose and Viewpoint

- No objectives



	<p>Comprehension – Understanding Text Organisation</p> <ul style="list-style-type: none">● Recognise and discuss features of different texts● Recognise and discuss the sequence of events in fiction and how items are related in non-fiction <p>Comprehension – Understanding Writers’ Use of Language</p> <ul style="list-style-type: none">● Recognise recurring story language● Recognise recurring language in stories and poetry● Discuss which words and phrases are effective <p>Comprehension - Responding to Texts</p> <ul style="list-style-type: none">● <u>Retrieve information from the text to answer questions (EXS KS1)</u>
Taught through Book Club	<p><u>Reading: Becoming a Reader (Reading for pleasure)</u></p> <ul style="list-style-type: none">● Enjoy books and reading● Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves● Offer opinions and preferences about books, <u>backed up by reasons</u>● <u>Discuss favourite authors</u>● Retell a story using words and phrases from the text● Retell a story from memory, including all the main parts● Retell a stock of basic stories● Discuss their favourite words and phrases