



Carfield

Primary School

RWI Reading Progression of skills document at Carfield Primary School

Expectations of progress

Our goal is for children to: 1. Work out unfamiliar words quickly – including new vocabulary and names. 2. Read familiar words speedily – that is, words they have been taught. 3. Read texts - including the words they have been taught – fluently. Please note: these are the expectations for the lowest 20% of children. Other children should be well in advance of this. All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Nursery Autumn-Spring	Nursery Autumn-Spring	Nursery Summer term
<p>Talk-a-lot, read-a-lot nurseries</p> <p>Nursery rhymes and storytime</p> <ul style="list-style-type: none"> The main focus in nursery classrooms should be reading stories and rhymes to children and developing their language. We should spend three times as much time reading stories to children as we spend teaching phonics. Plan the nursery rhymes and stories you will sing and read over and over again - use the same actions and special emphasis every time. Role play together - once the children know a story very well, put all the children in role as one character and the teacher as the interviewer. Use 'ten top tips for reading stories' and share with parents. 	<p>Planning talk throughout the day</p> <ul style="list-style-type: none"> Organise small group sessions throughout the day to ensure children talk as much as possible. Plan the words and talk associated with the play- this helps to make the most of the adults' time when working alongside children. Plan to use a range of words and phrases with similar, but slightly different, shades of meaning (synonyms). Write the words on sticky notes to remind you to use the words throughout play. Teach grammar and vocabulary by building sentences orally throughout the day – about pictures, real objects, children's paintings etc. Use TOL to build their ideas into a sentence, then repeat MTYT. Use forced alternatives to provide children with language rather than just noting down what they do say. 	<p>Teaching Phonics</p> <p>Before starting to teach Set 1 sounds:</p> <ol style="list-style-type: none"> Practise using 'pure sounds'. Use Fred Talk to teach oral blending. Teach children to name the pictures. <p>Start teaching sounds in the term before starting YR:</p> <ul style="list-style-type: none"> Teach a new sound every day for about 15 minutes. Choose a time of the day when children are at their most alert. Don't let phonics teaching interfere in other areas of learning - avoid painting letters, finding letters in the sand. Let children enjoy the integrity of each experience. Start teaching children to blend in small groups once the children can read all the single letter Set 1 sounds speedily. <p>Letter formation:</p> <ul style="list-style-type: none"> Teach children to form the letters in the air during the Speeds Sounds lessons. If you choose to teach children to write in the nursery, teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so you can set these habits. Help children practise writing letters at a different time of the day in small groups, or as

		individuals.
Early Years	Early Years Autumn 1	Early Years End of Autumn term
<ul style="list-style-type: none"> • Explore and experiment with sounds, words and texts. • Link sounds with letters in own name and familiar words. • Learn that text is read from left to right, top to bottom. • Tell stories from pictures. • Enjoy a range of books and stories. 	Phonics <ul style="list-style-type: none"> • Learn, hear, say and identify Set 1 sounds and simple diagraphs in order; • m a s d t • i n p g o • c k u b f e l k • sh r j v y w • th z ch q x ng nk • As each group is learnt teach blending and segmenting with CVC words. • Explore and experiment with sounds, words and texts. 	Ditties Teach/Review Set 1 sounds <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. • Blend CVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts.
Home reading level: Listening activities, Reading for Pleasure School Library Books	Home reading level: RWI Word time	Home reading level: RWI Ditties

Early Years End of Spring 1	Early Years End of Summer 1	Early Years End of Summer term
<p>Red Level Books Review Set 1 sounds Teach Set 2 sounds ay, ee, igh, ow, oo, oo Initial consonant blends sp, fl, sl, cr, dr Word endings ss, ll, ck, ve Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. • Blend CVC and CCVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. • Begin to know that some words, common exception words, cannot be read using phonic knowledge. • Recognise and join in with predictable phrases. 	<p>Green Level Books Review set 1 diagraphs Teach/review Set 2 sounds ay, ee, igh, ow, oo, oo Word endings ff, tch Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. • Blend CVC and CCVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. • Read automatically common exception words as they are introduced in the texts. • Read a variety of texts including nonfiction. 	<p>Purple Level Books Teach/review Set 2 sounds ar, or, air, ir, ou, oy double consonants tt, ll, ff, ss, zz initial blends tr, st, bl, sw, bl, fr, spl Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Blend CVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. • Use phonics to read unknown or difficult words • Recognise all common diagraphs taught. • Read automatically common exception words as they are introduced in the texts. • Read a variety of texts including nonfiction.
Home reading level: RWI Ditties	Home reading level: RWI Green	Home reading level: RWI Purple

Y1 End of Autumn term	Y1 End of Spring 1	Y1 End of Spring term
<p>Pink Level Books Review set 2 sounds Teach set 3 sounds ea,oi, a-e, i-e, o-e, u-e Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise all common diagraphs and trigraphs taught. • Read automatically high frequency words • Use syntax and context to self-correct when reading for accuracy and meaning • Read longer words including two- and three-syllable words • Read a variety of texts including poems and non-fiction. • Begin to not need to blend words out loud, 'blend in your head'. • Read and understand contractions, use of apostrophe and common suffixes. Link what is read to own experiences, Discuss word meanings. • Recognise and join in with predictable phrases 	<p>Orange Level Books Review set 2 sounds Review set 3 sounds taught Teach set 3 sounds au, ie, e-e, ue, ce, aw Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Increasing confidence and speed in blending 'in your head' silently. • Read and understand contractions. • Read a variety of texts including poems and non-fiction. • Predict what might happen on the basis of what has been read so far. 	<p>Yellow Level Books Review set 2 sounds Review set 3 sounds taught Teach set 3 sounds are, ur, er, ow, ai, oa Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a variety of texts including poems and non-fiction. • Discuss significance of tittle and events. • Make inference on basis of what is being said and done.
Home reading level: RWI Pink	Home reading level: RWI Orange	Home Reading Level: RWI Yellow

Y1 End of Summer 1	Y1 End of Summer term	Y1 End of Summer term
<p>Yellow/ Blue Books Review set 2 sounds Review set 3 sounds taught Teach set 3 sounds ew, ire, ear, ure, tious, tion Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a variety of texts including poems and non-fiction. • Participate in discussion about what is read, take turns in speaking and listening. • Explain own understanding of what is read. 	<p>Blue/Grey Books Review set 2 sounds Review set 3 sounds Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a wide variety of texts including poems and non-fiction. • Discuss word meanings, linking new meanings to those already known. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<p>English Review set 2 sounds Review set 3 sounds Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read complete fiction and non-fiction texts from a range of classic and contemporary leading children's authors and poets
Home Reading Level: RWI Blue	Home Reading Level: RWI Blue/Grey	Home Reading Level: Library Book

Y2 Autumn 1	Y2 End of Autumn term	Y2 Spring 1
<p>Read Blue Storybooks with increasing fluency and comprehension</p> <p>Blue/Grey Books Review set 2 sounds Review set 3 sounds Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a wide variety of texts including poems and non-fiction. • Discuss word meanings, linking new meanings to those already known. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<p>Read Grey Storybooks</p> <p>Grey Books Review set 2 sounds Review set 3 sounds Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common diagraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a wide variety of texts including poems and non-fiction. • Discuss word meanings, linking new meanings to those already known. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<p>Access Jane Considine reading rainbow whole class book talk lessons</p>
Home reading level: RWI Blue	Home reading level: RWI grey	Home reading level: book banded books

RWI Home Reading Books Children will bring home a RWI book linked closely to the sounds that they have been learning at school each week