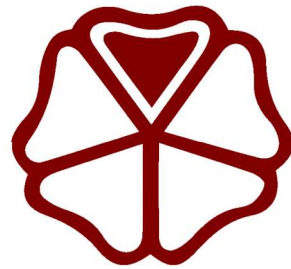


Sacred Heart RC Nursery & Primary School



Everyone is Sacred

Progression in Reading

Year 1

Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Children in year one, will continue to follow the Read Write Inc. phonics programme, a rigorous and systematic phonics programme, to ensure they develop their phonic and work reading skills rapidly. Children are grouped homogenously according to their phonic knowledge and decoding ability. Pupils entering year 1 who have not yet met the early learning goals for reading, or reached the benchmarks in terms of phonic knowledge, will continue to receive phonic teaching at the necessary level and intervention will be in place from the beginning of year one. However, these pupils will still follow the year 1 programme of study in terms of the books they listen to and discuss, so that they continue to develop their language and vocabulary, as well as their knowledge more generally across the curriculum.



The focus comprehension skills for year 1 are: retrieve and explain; summarise, make connections; making sense, predict, infer and question.

RED: Guidance BLACK: National Curriculum objectives

Reading for Pleasure		Implementation
Intent	<p><i>Creating a Culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunity to browse literature as well as structured reading activities.</i></p> <p><i>Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</i></p> <p><i>To build preferences in reading and choose to read</i></p> <p><i>To recognise authors and styles of reading that individuals enjoy</i></p> <p><i>Engaging in book discussions in a range of contexts, alongside adults and peers</i></p> <p><i>Sharing and recommending books.</i></p>	<p>Library visits/ book tracker</p> <p>Fiction spine</p> <p>Reading at the end of the day.</p> <p>Book reviews</p>
Reading Aloud		Implementation
Intent	<p>Building a bank of story and rhyme knowledge.</p> <p>Exposing children to texts beyond what they can read themselves.</p> <p>Develop an enjoyment for reading.</p>	<p>Minimum of ten minutes reading to class a day using books from Spine.</p>

<p style="text-align: center;">Word Reading</p> <p style="text-align: center;">Fluency: smoothness, expression and volume, phrasing and pace</p>	<p style="text-align: center;">Implementation</p>
<p>Pupils should be taught to:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. <i>See appendix C for progression of sounds taught and corresponding benchmarks. See appendix B for progression of sounds in RWI books.</i></p> <p><i>Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.</i></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 sound and where these occur in the word.. <i>Children need to be able to read ‘on sight’ all words in the year 1 common exception word list- Seen appendix A. See appendix D for progression of ‘red words’ in RWI programme</i></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). <i>Although this is taught within the RWI programme, where children are not on track, they will not encounter this objective. Therefore, they need to be taught this explicitly in guided reading or addition reading lessons.</i></p> <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>	<p>Read Write Inc. phonics programme.</p> <p>Guided reading</p>

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.

Implementation
Phonic knowledge
Reading books for home and guided reading

Children should enter year 1 with secure knowledge of set 1 and set 2 sounds both recognising them at speed and blending.

Children's baseline RWI level should be green or purple.

Children that have not achieved the above benchmarks need 1:1 phonic intervention from September of year 1.

By the end of year 1 children will have reached blue/ grey on the RWI scheme.

By the end of year 1, children will have passed their phonics screening test and have secure knowledge of set 1, 2 and 3 sounds both recognising and blending them accurately.

Home readers

Children take home the RWI inc book they have read the previous week in class. Where children are reading at higher level than the RWI scheme, they can be benchmarked and a book band can be taken home as an additional reader.

range of Texts

Pupils should be taught to 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.

Pupils will need to share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary alongside the RWI texts,

See Literature overview and English Overview for progression of genres.

Book Tracker.

Class reader
Book Talk

Comprehension		Where is it explicitly taught
Retrieve & Explain	<p>Pupils should understand what they read by discussing the significance of the title and events.</p> <p>Pupils should be taught to explain clearly their understanding of what is read to them</p> <p><i>Identify, retrieve and explain their understanding, predominantly through discussion and beginning to write down and record their understanding by the summer term of year 1.</i></p>	<p>RWI</p> <p>Class reader Book Talk</p>
Familiarity and Participation	<p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristic.</p> <p>Children should recognise and join in with predictable phrases</p> <p>Children should learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Children should learn to discuss word meanings.</p> <p>Pupils should understand what they read by participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p><i>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</i></p> <p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</i></p>	<p>RWI</p> <p>Class reader Book Talk</p>

<p>Form an Opinion</p>	<p>Pupils should understand what they read by participating in discussion about what is read to them, taking turns, and listening to what others say.</p> <p><i>Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.</i></p>	<p>RWI</p> <p>Book Reviews (Tell the Bookworm)</p> <p>Class reader Book Talk</p>
<p>Authorial Intent</p> <p>Structural choices</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p><i>Identify and explain the sequence of events in a text.</i></p> <p><i>Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.</i></p>	<p>Talk for Writing Sequence</p> <p>Class reader Book Talk</p> <p>Comprehension sessions</p>
<p>Authorial Intent</p> <p>Linguistic Choices</p> <p>Visualising</p>	<p>Children should learn to discuss word meanings.</p> <p><i>Explain and evaluate how the author's choice of words, grammatical & sentence patterns make us feel and what images are created in their head as a result of their reading.</i></p>	<p>Talk for Writing Sequence</p> <p>RWI</p> <p>Class reader Book Talk</p> <p>Comprehension sessions</p>
<p>Summarising</p>	<p><i>Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.</i></p>	<p>Discussing of texts</p> <p>Book talk/ class reader</p> <p>Comprehension sessions</p>
<p>Make Connections</p>	<p>Children should be encouraged to link what they read or hear read to their own experiences.</p> <p>Children should learn to discuss word meanings, linking new meanings to those already know.</p>	<p>Talk for Writing Sequence</p> <p>Book talk/ class reader</p>

	<p>Children should learn to understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p><i>Identify and make links with what they hear and read to their own experiences. Including making links between the book they are reading and other books that they have read.</i></p>	Comprehension sessions
Making sense	<p>Children should learn to understand what they read by checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><i>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</i></p> <p><i>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</i></p>	RWI
Predict	<p>Pupils should be taught to understand what they read by predicting what might happen on the basis of what has been read so far.</p>	<p>RWI</p> <p>Book talk/ class reader</p> <p>Comprehension sessions</p>
Infer	<p>Pupils should be taught to understand what they read by making inferences on the basis of what is being said and done.</p>	<p>RWI</p> <p>Book talk/ class reader</p> <p>Comprehension sessions</p>
Question	<p><i>To listen to stories, responding to what they hear with relevant questions to aid understanding. (EYFS statement)</i></p>	<p>RWI</p> <p>Book talk/ class reader</p>

Year 1 Reading spine
See Literature Overview for allocated Traditional Stories

Themes/ characteristics
Opportunities can be used to explore the links between the themes/ settings and characters.
yellow: link to Gospel Values.

Traditional Tales

Children need to continue to listen to and discuss traditional tales and fairy tales. Traditional tales are essential for repeating refrains and the opportunity for children to participate in the story. Traditional tales can be used in their Talk for Writing sequences. See Literature Progression for half termly allocated traditional tales.

Fiction Texts

Peace at Last Jill Murphy	Story from a familiar setting.
The Storm Whale Benji Davies	Animals and their environments/ changes/ arrivals
Augustus and his Smile Catherine Rayner	Different text structure (linked to shape poetry in Reception) vocabulary/ self-belief.
Winter Sleep: A Hibernation Story	Environment in different seasons/ natural world/ relationships.
Corc and Bird Alexis Deacon	Belonging/ friendship/ difference/ habitats/ nature.
Tabby McTat Julia Donaldson	Rhyming/ friendships/ companionship/ loyalty.
Leaf Sandra Diekman	Belonging/ displacement/ environment.
Robot and Bluebird David Lucas	Friendship/ love/ kindness/ companionship.
The Suitcase Chris Naylor-Ballesteros	Displacement/ tolerance/ kindness/ courage
Look Up! By Nathan Bryon	Aspirations/ diversity/ perseverance/ integrity
Can't You Sleep Little Bear? Martin Waddell	S book about comfort and feeling safe.
Where the Wild Things Are Maurice Sendak	Adventure/ fantasy Wonderful vocabulary and description for setting. Making mistakes/ saying sorry/
The Secret of Black Rock Joe Todd Stanton	Myths/ environment/ trust/ listening/ perceptions/ Laudato Si
The Trouble with Dragons Debi Gliori	Environment/ justice/ integrity
Moth: An Evolution Story Isabel Thomas and Daniel Egn�us	Adaptation/ environment/ natural change/ Ladauto Si
The Problem with Plastic Neal Layton	Informative picture book/ environment/ compassion/ Laudato Si
The Man on the Moon Simon Bartram	Sequencing story/ humour/ aspirations/
Avocado Baby John Burningham	Familiar settings Introduction to humour
Tyrannosaurs Drip Julia Donalson	Humour/ rhyme/ belonging/ differences.

	Lost and Found Oliver Jeffers	Stories from other settings. Theme of loss
	Beegu Alexis Deacon	Science fiction Infer how Beegu might be feeling. Understanding why characters may be reacting in a certain way. Opportunity to discuss difference. kindness and compassion
	Dogger Shirley Hughes	Story from familiar settings. Theme of understanding how others might be feeling and sacrifice. Compassion.
	Cops and Robbers Alan and Janet Ahlberg	Theme of police. Lots of vocabulary to be discussed. Detailed pictures for children to look at. Justice.
	Mixed: An inspiring story about Colour by Aree Chung	Peace/ harmony/ kindness/ acceptance/ tolerance.
	The Proudest Blue- Ibitihaj Muhammad	Diversity in religion

APPENDIX A

END of Year 1, Children will know all Year 1 common exception words to read on sight.

Word	R	W	Word	R	W	Word	R	W
the			you			where		
a			your			love		
do			they			come		
to			be			some		
today			he			one		
of			me			once		
said			she			ask		
says			we			friend		
are			no			school		
were			go			put		
was			so			push		
is			by			pull		
his			my			full		
has			here			house		
I			there			our		

APPENDIX B

Progression of RWI phonic Books

Reception

Baseline: Children must be able to oral blend

End of Autumn: Ditty

End of Spring: Red Ditty Group

End of Summer: Green and Purple

Year 1

Baseline: green and purple
End of Autumn: Pink and Orange Group
End of Spring: Yellow Group
End of Summer: Blue and Grey Group

Year 2

Baseline: Blue and Grey Group

APPENDIX C

Phonic Sound Progress expectations

Nursery: Know 12 set 1 sounds and oral blend

Reception

December: know Set 1 sounds and blending with accurately including CVC and CCVC words.

February: Begin set 2 sounds

July: Secure set 1 and 2 sounds for blending

Year 1

End of September: Review and secure set 2 sounds

October: Begin set 3 sounds

March: know set 3 sounds to read and blend.

Expectation	Group	They can read:	Teach
Baseline September	Set 1a	-	Set 1 single letter sounds and word time 1.1 – 1.3
Rec – Rec – Oct	Set 1b	Most set 1 single sounds	Teach single letter gaps Word time 1.1 – 1.4
Rec - Dec	Set 1c	Most set 1 single sounds can orally blend	Teach special friends Review word time 1.1 – 1.4 Teach 1.5 – 1.6 Ditty copy masters 1-10 Sound blending books 6-10
Rec – Jan/ Feb	Photocopiable Ditty	Set 1 speedily Fred talk cvc	Teach set 2 sounds (ay ee igh ow oo oo) Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6 -1.7 Read red books Speedy

			green words Ditty copy masters 11 – 20 (if needed)
Rec – March	Red	Set 1 speedily Fred talk ccvc / cvcc Nonsense cvc words	Review set 2 sounds (ay ee igh ow oo oo) Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6 -1.7 Read red books Speedy green words Ditty copy masters 11 – 20 (if needed)
Rec – May/ June	Green	Fred talk -4 or 5 sounds inc special friends set 1 Nonsense words - 3 or 4 sounds inc special friends set 1	Teach the last 6 sounds in set 2 (ar or air ir ou oy) Review (ay ee igh ow oo oo) and set 1 speedily Review set 1 sounds
Yr 1 - September	green/ Purple	Speedy read green words with set 1 sounds and set 2 sounds. Confident recognising and reading in words (ay ee igh ow oo oo) and also have knowledge of (ar or air ir ou oy)	Beginning of Autumn 1 Teach and review set 2 sounds speedily Read green words with 4 and 5 sounds and green words with set 1 and 2 sounds speedily
Yr 1 – Dec	Pink	Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words with set 2 sounds	Beginning/ middle of Autumn 2 Teach set 3 and corresponding green word cards (a-e ea i-e o-e u-e oi) Nonsense words Review set 2
Yr 1 – Feb	Orange	Read set 3 (a-e ea i-e o-e u-e oi) confidently	Review and teach set 3 (ai oa aw ur er ire ear ure ew are ow oe ie au e-e) review

End of RECEPTION
BENCHMARK GREEN AND
KNOW SET 1 AND SET 2
SOUNDS SPEEDILY

		Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words	set 3 (a-e ea i-e o-e u-e oi)Review set 3 (a-e ea i-e o-e u-e oi)
Yr 1 – Apr	Yellow	Read set 3 sounds (a-e ea i-e o-e u-e oi) speedily. Confident reading 3 (ai oa aw ur er ire ear ure ew are ow oe ie au e-e). Read with green and nonsense words with Fred talk. Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words	Teach and review set 3 (ai oa aw ur er ire ear ure ew are ow) review set 3 (a-e ea i-e o-e u-e oi) Review set 1 and 2
Yr 1 – May/ June Need to be confident with all sounds by May.	Blue	Read set 3 sounds (a-e ea i-e o-e u-e oi) speedily. Read with green and nonsense words with Fred talk. Read a passage at 60-70 words per min attempting intonation.	Review set 2 and set 3 sounds, including all set 1 diagraphs.
Yr 1 – July Yr 2 – Dec END OF YEAR 1 EXPECTATION BLUE/ GREY	Grey	Read all set 3 sounds speedily. Read set 3 sounds in nonsense words with Fred talk. Read a passage at 70-80 words per min attempting intonation.	Review set 1-3 sounds Nonsense words

APPENDIX D

Read Write Inc Progression of Red Words

Ditties

all			my			the		
like			I've			want		
you			call			we		
be			no			her		
are			of			me		
said			he			she		
to			washing			some		
there			so					

Orange Books

	R	W		R	W		R	W
what			they			do		
said			you			the		
me			be			want		
my			go			he		
no			old			are		
we			so			was		
be			off			all		
she			her					

Yellow Books

	R	W		R	W		R	W
one			saw			her		
to			go			the		
all			was			some		
she			be			he		
they			watch			watches		
me			said			my		
want			you			school		
are			of			small		
do			by			wall		
there			what			no		
so			your			who		
tall			call			brother		
I'm			I've			their		
any			fall			were		

Blue Books								
	R	W		R	W		R	W
any			other			two		
one			all			her		
there			said			could		
they			would			want		

their			watch			some		
anyone			over			who		
does			school			through		
once			here			son		
you're			why			brother		
were			humans			whole		
what			was			small		
tall								

Grey Books								
	R	W		R	W		R	W
should			were			there		
call			want			come		
one			through			many		
could			are			other		
was			two			who		
you			said			your		
what			school			mother		
to			they			father		

watch			anyone			whole		
water			great			brother		
above			where			here		
someone			another			walk		
what			small			any		
here			son			would		