

Reading and Phonics Whole School Progression Grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Reading Learning and joining in with common nursery rhymes and songs from differing cultures Recognising name/s and showing awareness of environmental print Reading high frequency decodable words and exception words Hearing and identifying initial sounds in words Taking books home to consolidate skills practiced in school Sharing a range of books with adults and other children Showing interest and enjoyment in an increasing range of books. Recognising that information can be relayed in the form of print.	Reading Retelling events giving the main points in sequence Shared texts with other children picking out key points Hearing and reading initial sounds Independent reading activities Topic word matching activities. Hearing and identifying end sounds in CVC words Hearing end sounds in words to continue a rhyming string. To know that information can be retrieved from books and computers.	Reading Hearing and identifying medial sounds in CVC words Segmenting sounds in simple words and blending them to read. Identifying the features of non-fiction books and beginning to understand how they are different to fiction. Re-telling stories in sequence in their own words and some from the text	Reading Read some common irregular words (high frequency words). Read and understand simple sentences. Re-reading sentences to develop an understanding of what they have read Expressing personal book preferences Expanding use of reading cues such as illustrations and context	Reading Adjusting tone or vocal expression to indicate speech when reading Using expression to reflect meaning, for example when reading exclamations Developing awareness of rhythm and pulse when joining in with simple poems and rhymes from different cultures Reading labels and captions that they have written for a variety of reasons	Reading Develop attention skills to follow a story without pictures or props. Talking about books and stories they have read and relating them to own experiences Using prediction skills to anticipate possible story outcomes Answering comprehension questions after reading by finding the relevant page in the book Reading sight vocabulary <u>decodable</u> words such as: with, see, for, now, down, look, too, went,

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	Phonics Phase 2 phonemes s, a, t, p, i, n, m, d g, o, c, k. ck, e, u, r. h, b, f, ff, l, ll, ss. Phoneme/grapheme correspondence with letter formation practice Phonics songs & actions Matching initial sounds activities Hearing and identifying initial sounds	Phonics Consolidation phase 2 phonemes Phoneme/grapheme correspondence with letter formation practice Hearing and identifying final phoneme in VCV words Hearing and identifying medial phoneme in cvc words Oral segmenting and blending of CVC words Learning to read high frequency decodable words and exception words	Phonics Phase 3 consonant digraphs including ch, sh, th, ng. Phoneme/grapheme correspondence with letter formation practice Blending and segmenting CVCC/ CCVC words Reading and writing high frequency decodable words and exception words	Phonics - Applying phonemes from phases 2-4 when writing Phase 3 vowel digraphs Practise with reading and spelling CVCC words ('bump', 'nest', 'belt', 'milk', etc.) Practise with reading and spelling high frequency words. Segmenting and blending CCVCC and CCCVCC words. Reading and writing high frequency decodable words and exception words	Phonics - Using phonemes from phases 2-4 when writing Blending known phonemes to read CCVCC/ CCCVCC words. Developing phoneme/grapheme correspondence Segmenting/ blending decodable polysyllabic words. Reading and spelling words containing consonant blends	Phonics - introducing some phase 5 phonemes with phoneme/grapheme correspondence Consolidation of knowledge-phases 2/3/4 phonemes Hearing and identifying initial consonant and end blends
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Year 1	Reading Using a variety of strategies - illustrations, context, phonics blending and sight recognition Identifying rhyming sounds at the end of words. Hearing and talking about fairy tales and traditional tales from different cultures Learning and reading foundation subject vocabulary Reading sight vocabulary <u>decodable</u> words such as: with, see, for, now, down, look, too, went, Spoken Word - Talking about books and stories they have read and relating them to own experiences Developing use of expression through role play. Responding appropriately in conversation with adults and peers.	Reading Implementing a wider variety of strategies to read unknown words - anticipating the words from context and recognising repeating words on sight. Identifying features of non-fiction texts Discussing a range of non-fiction texts Reading stories with a variety of settings Learning and reading foundation subject vocabulary Reading sight vocabulary <u>exception</u> words such as I, want, they, once, push, why, was Spoken Word - Reading aloud what they have written. Using an appropriate volume for speaking to an audience in class. Recognising and participating in saying predictable phrases repeated in stories and poems.	Reading Developing use of expression when reading Acknowledging punctuation when reading Reading for information in a range of ability - appropriate texts including environmental Locating answers to comprehension questions in the text Reading fairy tales and traditional tales from different cultures Listening to and discussing non-fiction content from a variety of sources Learning and reading foundation subject vocabulary Reading and consolidating recognition of sight vocabulary <u>exception</u> and <u>decodable</u> words Spoken Word - Reading and reciting poetry	Reading Distinguishing between fiction and non-fiction texts. Recognizing features of non-fiction texts such as contents page, index, captions, headings Learning about purpose and use of alphabetical order Reading stories with a variety of settings Learning and reading foundation subject vocabulary Reading and consolidating recognition of sight vocabulary <u>exception</u> and <u>decodable</u> words Spoken Word - Listening to others, asking relevant questions and following instructions. Comparing and contrast characters in a familiar story Engaging in freeze frame scenes and hot seating.	Reading Using contents and index pages to find information Identifying story themes and settings. Explaining the meanings of familiar words - giving definitions Answering comprehension questions about the text Learning and reading foundation subject vocabulary Reading and consolidating recognition of sight vocabulary <u>exception</u> and <u>decodable</u> words Spoken Word Sequencing story events in retelling, using some original text Using drama to develop story themes and ideas through role play Listening to the contributions and opinions of others	Reading Reading riddles - strategies for solving them Learning what a glossary is for and how to use it Finding information by using headings and subheadings Learning about definitions and how a dictionary works Responding to comprehension questions - selecting from multiple choice answers Learning and reading foundation subject vocabulary Reading and consolidating recognition of sight vocabulary <u>exception</u> and <u>decodable</u> words Reading selections of <u>Year 2 exception words</u>, identifying spelling features Spoken Word - Listening and responding to others in class, asking relevant questions Giving and following instructions.

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	Using an appropriate volume for speaking to an audience in class. Participating in re-enactment of short stories Reciting simple rhymes and poems	Talking about books and stories read in class and relating them to own experiences Re-enacting stories through role play Hearing rhythm and rhyme in poetry	Asking questions and identifying questions in texts Communicating audibly and fluently to a group or whole class Developing personal appreciation for poems and rhymes Communicating feelings and emotions effectively	Discussing, identifying and acting out feelings and emotions through role play and drama scenes Retelling a familiar story with a clear beginning, middle and ending. Voicing opinions and communicating them effectively	Asking questions and following instructions Presenting content - speaking audibly and with increasing confidence and fluency	Speaking 'in character' - hot seating Reading poetry - speaking audibly and fluently Reciting learned poetry - speaking audibly and fluently
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	Phonics - <u>end blends</u>: lt, mp, xt, lk, lp, nd, nt, st, lb <u>start blends</u>: bl, br, sl, st, sk, fl, fr, cr, cl, sm, sn, sw, dr, fr, fl, tr, Continuing differentiated consolidation Phases 1-3 Reinforcing knowledge of phoneme/grapheme correspondence. s a t p i n m d g o c k c k e u r h b f ff ll ss j v w x y z zz qu sh ch th ng nk ai ee igh oa oo ar ay ow oo	Phonics - Blending CVCC words As Autumn 1 and <u>Phase 5 phonemes</u> ear air are (as in care) oy oi or ow wh ea ie oe ue ou ir er ur aw au ew ph a-e u-e i-e e-e o-e ire ure	Phonics - <u>Phase 4 Revision</u> Practice blending using end blends: lt, mp, xt, lk, lp, nd, nt, st, lb Practice blending using start blends: bl, br, st, sk, fl, fr, cr, cl, sm, sn, sw, dr, fr, fl, tr, <u>Phase 5</u> Revision of phase 5 and alternative spellings Reading phonetically decodable 2 syllable words. Learning alternative spellings for phonemes e.g ay, a-e, eigh ey	Phonics - <u>Phase 4</u> Blending using start blends: bl, br, sl, st, sk, fl, lk, lp, nd, nt, st, lb fr, cr, cl, sm, sn, sw, dr, fr, fl, <u>Phase 5</u> Revision of phase 5 sound families and alternative spelling Continue reading phonetically decodable 2 and 3 syllable words teaching alternative spellings for phonemes e.g ay, a-e, eigh ey ei	Phonics - Revision of all phonemes Practice blending using all known consonant blends in CCVCC words and 2 or 3 syllable words Focus on misconceptions and consolidate all phoneme knowledge as identified from assessments Introducing -tion, -tious/cious	Phonics - Consolidation and practice <u>National Phonics Screening Phase 6</u> Past and present tense Suffixes Adding s/es, ing, est, ed to decodable root words and learning the spelling rules for changes to the root word.
Year 2	Reading - Speaking with clarity and using appropriate intonation when reading and reciting texts. Reading whole books independently, choosing and justifying selections Comprehension	Reading - Explaining organizational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points. Exploring how particular words are used, including words	Reading - Understanding what is meant by a series of books Enjoying and selecting books by a favourite author. Comprehension Drawing together ideas and information from across a whole	Reading - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Comprehension Identifying vocabulary that significantly impacts meaning Spoken Word:	Reading - Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing how items of information are connected. Recognising non-fiction texts by structure and content. Comprehension	Reading - Self-correcting mistakes in reading. Making predictions on text based on former events and using inference to draw conclusions based on present knowledge. Comprehension Identifying personal preferences and

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	Engaging with books through exploring and enacting interpretations.	and expressions with similar meanings.	text, using simple signposts in the text	Considering and evaluating different viewpoints, attending to and building on the contributions of others.	Discussing words and phrases that capture the reader's interest and imagination	discussing favourite authors, giving reasons
	Spoken Word: Asking relevant questions to extend their understanding and knowledge. Being able to express opinions, taking turns to contribute and listening to views of others Explaining reactions to texts, commenting on important aspects. Phonics Phase 3-5 consolidation Phase 6 - alternative spellings/grapheme phoneme correspondence	Comprehension Giving some reasons why things happen and or characters change. Spoken Word: Discussing and exchanging ideas in conversation with peers and whole class Using drama to develop story themes and ideas through role play Phonics Phases 3-5 consolidation Phase 6 letters and sounds - recognize past tense verbs.	Spoken Word: Explaining reactions to texts, commenting on important aspects. Explaining preferences and interests in particular books and texts Phonics Phase 6 – Adding 'ed' Polysyllabic words r Exceptions to 'ed' rule	Articulating and justifying answers, arguments and opinions. Identifying and discussing favourite words or phrases. Phonics Applying Phase 6 alternative phonemes correctly when spelling	Focus on the skills of predicting outcomes and how a plot develops Spoken Word: Sequencing story events in retelling, using some original text Participating in discussion about books, poems and other texts, including those beyond their own independent reading ability	Spoken Word: Participating in discussions, presentations, performances, role play, improvisations and debates. Showing awareness and considering the needs of their audience Explaining and discussing books, poems and other material they have read or listened to.

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Years 3 - 6 Phonics

For pupils who:

- are revisiting and consolidating phonics learning from KS1
- have joined KS2 from other schools, including from abroad, who have not had previous phonics learning

Learning context:

- small group or individual differentiated learning
- linked to RWInc spelling scheme
- exception words taught systematically and assessed regularly
- included as targets in EAL/SEND support programme
- pupils are taught to use phonics alongside other early reading strategies appropriate to their age and ability
- additional phonics learning through regular intervention

Year 3						
	Reading	Reading	Reading	Reading	Reading	Reading
	Comparing and contrasting poems on similar themes, particularly their form and language, discussing personal responses and preferences. Drawing on what they already know or on background information and vocabulary provided by the teacher. Spoken word Asking relevant questions to extend their understanding and knowledge. Considering and evaluating different viewpoints, attending to and building on the contributions of others.	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Spoken word Giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Using relevant strategies to build their vocabulary	Discussing effective favourite words and phrases and the impact they have. Explaining how writers use figurative and expressive language to create images and atmosphere. Spoken word Telling stories effectively and conveying detailed information coherently for listeners.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing words and phrases that capture the reader's interest and imagination. Spoken word Considering and evaluating different viewpoints, attending to and building on the contributions of others. Articulating and justifying answers, arguments and opinions	Preparing, reading and performing play scripts; comparing organisation of scripts with stories - how settings are indicated, story lines made clear. Comparing and contrasting poems on similar themes, particularly form and language, discussing personal responses and preferences. Spoken word Participating in discussions, presentations, performances, role play, and improvisations. Listening and responding appropriately to adults and peers	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing words and phrases that capture the reader's interest and imagination. Explaining how writers use figurative and expressive language to create images and atmosphere. To read, compare and evaluate examples of arguments and discussions. Spoken word Participating in discussions, presentations, performances, role play, improvisations and debates

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Year 4	Reading Preparing, reading and performing play scripts; comparing organisation of scripts with stories-how settings are indicated, story lines made clear. Comparing and contrasting poems on similar themes, particularly their form and language, discussing personal responses and preferences. Spoken word Asking relevant questions to extend their understanding and knowledge. Considering and evaluating different viewpoints, attending to and building on the contributions of others.	Reading Reading stories, focusing on differences in place, time, customs and relationships. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading Spoken word Giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Using relevant strategies to build their vocabulary	Reading Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Reading extensively and experimenting with text. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Spoken word Telling stories effectively and conveying detailed information coherently for listeners.	Reading Discussing their favourite words and phrases. Explaining how writers use figurative and expressive language to create images and atmosphere. Drawing on what they already know or on background information and vocabulary provided by the teacher Spoken word Considering and evaluating different viewpoints, attending to and building on the contributions of others. Articulating and justifying answers, arguments and opinions	Reading Recognising simple recurring literary language in stories and poetry Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the sequence of events in books and how items of information are related Spoken word Participating in discussions, presentations, performances, role play, improvisations and debates Listening and responding appropriately to adults and their peers.	Reading Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing words and phrases that capture the reader's interest and imagination. Explaining how writers use figurative and expressive language to create images and atmosphere. To read, compare and evaluate examples of arguments and discussions. Spoken word Participating in discussions, presentations, performances, role play, improvisations and debates
Year 5	Reading Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Reading Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Making comparisons within and across books.	Reading Recommending books that they have read to their peers, giving reasons for their choices. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Reading Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Reading Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Discussing and evaluating how authors use language, including figurative language,	Reading identifying how language, structure and presentation contribute to meaning. Retrieving, recording and presenting information from non-fiction. Predicting what might happen from details stated and implied.

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	Reading books that are structured in different ways and reading for a range of purposes. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Learning a wider range of poetry by heart. Spoken word – Asking questions to improve their understanding. Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Predicting what might happen from details stated and implied. Distinguish between statements of fact and opinion. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Spoken word – Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and text books. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Retrieve, record and present information from non-fiction. Identifying and discussing themes and conventions in and across a wide range of writing. Spoken word – Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Identifying and discussing themes and conventions in and across a wide range of writing.	Reading books that are structured in different ways and reading for a range of purposes. Learning a wider range of poetry by heart. Spoken word – Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Performing presentations, using appropriate intonation and volume.	considering the impact on the reader. Distinguishing between statements of fact and opinion. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Spoken word – Recommending books that they have read to their peers, giving reasons for their choices. Asking questions to improve their understanding. Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and text books.	Recommending books that they have read to their peers, giving reasons for their choices. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Spoken word – Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Providing reasoned justifications for their views. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
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Reading and Phonics Whole School Progression Grid

Year 6	Reading - Word reading	Reading - Word reading	Reading - Word reading	Reading - Word reading	Reading - Word reading	Reading - Word reading
	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet.
	Reading - Comprehension	Reading - Comprehension	Reading - Comprehension	Reading - Comprehension	Reading - Comprehension	Reading - Comprehension
	Coverage of all national curriculum objectives for year 6	Coverage of all national curriculum objectives for year 6	Coverage of all national curriculum objectives for year 6	Coverage of all national curriculum objectives for year 6	Coverage of all national curriculum objectives for year 6s	Coverage of all national curriculum objectives for year 6
	Letters from the Lighthouse - Emma Carroll	Letters from the Lighthouse - Emma Carroll				