



Reception:

<p><u>Comprehension</u> Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 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>	<p>Talking about the books is an integral part of the programme. At the end of the ‘Story Introduction’, children are often asked to discuss with their partner what they think might happen next before reading the story for the first time. In the ‘Read Aloud – Teacher’ activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end. In ‘Questions to talk about’ at the back of each Storybook, children answer a range of ‘how’ and ‘why’ questions to check their understanding of the text.</p>
<p><u>Word Reading</u> Children at the expected level of development will: 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.</p>	<p>Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons. The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties. When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons. Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy 4 Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception. Children will go on to learn alternative spellings (Set 3) in Year 1. Children are taught to sound-blend from the very beginning, initially orally using ‘Fred Talk’. Once children know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words. Common exception words are</p>

	<p>practised as Red Words (high frequency words with a low frequency grapheme). Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence. Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards.</p>
<p>Year 1 Reading – word reading Pupils should be taught to:</p>	
<p>‘Apply phonic knowledge and skills as the route to decode words.’</p>	<p>Throughout the program</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.’</p>	<p>The Read Write Inc. Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / th z ch qu x ng nk * Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. The Speed Sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’.</p>
<p>‘Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.’</p>	<p>Children’s ability to decode unfamiliar words can be assessed using the Nonsense Word Cards (see Read Write Inc. Phonics Online) in the Speed Sounds Lessons.</p>
<p>‘Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.’</p>	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.</p>

'Read words containing taught GPCs and –s, –es, –ing, – ed, –er and –est endings.'	Taught throughout
'Read other words of more than one syllable that contain taught GPCs.'	Throughout. Children read multi-syllabic words from Green Level onwards.
'Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).'	Throughout and specially in Yellow books Off Sick and A Box Full of Light.
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.'	Throughout. The Storybooks follow a careful progression to ensure that children never try to read a book that is beyond their phonic knowledge.
'Re-read these books to build up their fluency and confidence in word reading.'	Throughout. Children read each book three times, focusing on decoding, then speed, then fluency
Reading – comprehension 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.	We have a poetry spine for Year 1 and 2 and a guided reading program to follow after children complete the Phonics program.
Being encouraged to link what they read or hear read to their own experiences.	This is taught through daily reading lessons where children are encouraged to share their thoughts and ideas.
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	This is taught through daily Cosy Quarter story time.
Recognising and joining in with predictable phrases.	This is taught through daily Cosy Quarter story time and through book suggestions made by the class teacher in their "Super 6" reading list which are regularly curated.
Learning to appreciate rhymes and poems, and to recite some by heart.	This is taught through our Poetry spine.
Discussing word meanings, linking new meanings to those already known.	Throughout, in particular the Vocabulary check words, which are provided online with an image in Green–Orange Levels and in the Story/Nonfiction books in Yellow–Grey Levels.
'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. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events Making inferences on the basis of what is being said and done.	Taught daily during RWi storybook sessions. Throughout, particularly the Think About the Story activity.

Predicting what might happen on the basis of what has been read so far.'	
'Participate in discussion about what is read to them, taking turns and listening to what others say.'	Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime and Poetry Time sessions.
'Explain clearly their understanding of what is read to them.'	Taught daily during RWi storybook sessions.
Year 2 Reading – word reading Pupils should be taught to:	
'Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.'	The Read Write Inc Phonics Speed Sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / s h t h z c h q u x n g n k
'Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.'	Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure e. The Speed Sounds are taught using cards and are the key focus sounds that children learn. As children move up the levels, more unusual sound-letter correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. aigh is not taught using a sound card but as an alternative to the more common spelling 'ay'. Children's ability to decode unfamiliar words is assessed using the Nonsense Word Cards (see the Read Write Inc. Phonics Online subscription on Oxford Owl) in the Speed Sounds lessons.
'Read accurately words of two or more syllables that contain the same graphemes as above.'	Throughout, particularly in the Story Green Words from Purple Level onwards.
'Read words containing common suffixes.'	Throughout, particularly in the Story Green Words from Red Ditty Level onwards.
'Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme) using the Red Word Cards. Children note the unusual correspondences between

	spelling and sounds in these words (and these are circled on the Red Word Cards).
'Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.'	Common words, which are called Speedy Green Words in Read Write Inc. Phonics, are practised throughout. In daily Speed Sounds lessons, children learn to read previously taught words quickly and accurately without overt sounding out and blending. Reading quickly and accurately, without overt sounding and blending, forms part of the regular assessment from Purple Level onwards.
'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.'	The Storybooks follow a careful progression to ensure that children are never asked to read a book that is beyond their phonic knowledge.
'Re-read these books to build up their fluency and confidence in word reading.'	Children read each Storybook three times. On the first read, children focus on accurate word reading; the second, on 5 developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated reading.
Reading – comprehension Pupils should be taught to:	
'Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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	Each Storybook has 'Questions to talk about' which include 'Have a think' questions. These questions require children to discuss and express their views about the texts and opinions while listening to others.
Discussing the sequence of events in books and how items of information are related.	The sequence of events is discussed through the Storybook lessons
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	The 75 Core Storybooks from Green Level onwards provide a diverse and varied range of stories including many traditional tales
Being introduced to non-fiction books that are structured in different ways.	There are 35 non-fiction books in the Read Write Inc. Phonics programme covering a wide range of topics. Children are introduced to at least two non-fiction books (and up to five) per level and look at the difference in structure compared to the Storybooks during class discussions. There are also corresponding non-fiction Book Bag Books.
Recognising simple recurring literary language in stories and poetry.	Children are taught to recognise simple recurring literary language (such as alliteration, simple figurative language, repeated phrases and similes) in stories
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	The Vocabulary check words, which are provided online (in the Storybook activities on the Read Write Inc. Phonics Online subscription

	on Oxford Owl) with an image in Green–Orange Levels and in the Story/non-fiction books in Yellow–Grey Levels.
Discussing their favourite words and phrases.	During both the Storybook lessons, children are taught to engage with texts for enjoyment. They share ideas and opinions about the stories together as a group. This can include discussing their favourite words and phrases.
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.’	Our KS1 poetry spine ensures children access poetry they can learn by hear.
‘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.	Throughout. For example, on Day 1 of each Storybook, the teacher will give a Story Introduction and will check new vocabulary through the Story Green Words activity.
Checking that the text makes sense to them as they read and correcting inaccurate reading.	Throughout. Children read each Storybook three times. On the first read, children focus on accurate word reading; the second, on developing fluency; and the third, on comprehension.
Making inferences on the basis of what is being said and done.	Children use their developing inference skills to answer the ‘Questions to talk about’ at the back of each Storybook and the ‘Questions to read and answer’ in the Storybooks at Yellow, Blue and Grey Levels.
Answering and asking questions	In the ‘Questions to talk about’ and in the ‘Questions to read and answer’ in the Storybooks at Yellow, Blue and Grey Levels, children answer a range of questions to check their understanding. Throughout the programme, children are encouraged to ask questions to extend their own and others’ knowledge. This is particularly the case in ‘Turn to your partner’ activities
Predicting what might happen on the basis of what has been read so far.	For each Storybook, after the Story Introduction, children are asked to predict the outcome of the story. Through the Storybook activities, children discuss and compare key moments in the story. The ‘Questions to talk about’ include inference-style questions where children are asked to make predictions.
‘Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.’	Talk and discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to. The ‘Turn to your partner’ activity is used throughout the programme for children to discuss their personal opinions and perspectives of the

'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'

books they have read. Children learn to understand and value the perspective and opinions of their partner, which may differ from their own.

Each Storybook has 'Questions to talk about' which include 'Have a think' questions. These questions require inference and deduction skills and children are asked to justify their answers and opinions while listening to others.

KS2 Reading Progression



	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common exception words	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	

Comparing, contrasting and commenting

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To participate 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.

To identify main ideas drawn from more than one paragraph and to summarise these.

To recommend texts to peers based on personal choice.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

				To compare characters, settings and themes within a text and across more than one text.
Words in context and authorial choice	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect</p>	Discuss vocabulary used to capture readers' interest and imagination.	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and prediction	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and performance	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-fiction</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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