



# Early Reading at St Aloysius Progression Map

RWI Leader: Miss Harrison

Children in Reception and KS1 take part in RWI lessons every day and these are delivered by both teachers and teaching assistants. Children are assessed half termly and split into groups of different levels. Assessments indicate where children have gaps in their learning and intervention can be put in place.

Reception and KS1 also focus on a Literacy Counts text each term in their Literacy lessons. This introduces new vocabulary, explains features of a text and why the author has used them and the impact this has, and structures of a text.

## Expected RWI Progress in Reception:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectation
RWI - Word Reading	<ul style="list-style-type: none"> <li>- Children should recognise more than 16 single letter sounds</li> <li>Sounds are taught in the following order: 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,</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise most single letter sounds</li> <li>- Children should be able to blend sounds into words orally</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all single letter sounds</li> <li>- Children should blend sounds to read cvc words</li> <li>- Children should read short ditty stories</li> <li>- Children will begin to recognise some 'red words' on sight</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise most single letter sounds and the special friends sounds – sh, th, ch, qu, ng, nk</li> <li>- Children should read cvc words with special friends in, such as 'shop' and 'king'</li> <li>- Children should read words with 4/5 sounds</li> <li>- Children should read red storybooks</li> <li>- Children will begin to recognise some 'red words' on sight</li> </ul>	<ul style="list-style-type: none"> <li>- Children should begin to recognise set 2 sounds – ay, ee, igh, etc.</li> <li>- Children should read words with special friends in, such as 'shop'</li> <li>- Children should read words with 4/5 sounds</li> <li>- Children should read green storybooks</li> <li>- Children will recognise an increasing number of 'red words'</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise most set 2 sounds – ay, ee, igh, etc.</li> <li>- Children should read words with special friends in</li> <li>- Children should read words with 4/5 sounds</li> <li>- Children should read green/purple storybooks</li> <li>- Children will recognise an increasing number of 'red words'</li> </ul>	<p><u>Word Reading ELG:</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
Comprehension	<p>Children will enjoy sharing books with an adult and will pay attention and respond to the pictures and words. They will ask questions about the book and make comments and share their own ideas. They will develop play around their favourite stories using props. Children will take part in extended conversations about stories and learn new vocabulary.</p>	<p>Children will enjoy sharing books with an adult and will pay attention and respond to the pictures and words. They will ask questions about the book and make comments and share their own ideas. They will develop play around their favourite stories using props. Children will take part in extended conversations about stories and learn new vocabulary.</p> <p>Children will be introduced to comprehension games during reading sessions. These include 'Fastest finger' and 'Have a think', which are retrieval games, locating and finding answers and vocabulary in a text, and questions where the children will infer and make simple predictions</p>	<p>Children will enjoy sharing books with an adult and will pay attention and respond to the pictures and words. They will ask questions about the book and make comments and share their own ideas. They will develop play around their favourite stories using props. Children will take part in extended conversations about stories and learn new vocabulary.</p> <p>Children will build confidence at answering questions during reading sessions and will practise inference, vocabulary, retrieval and prediction skills throughout the week</p>	<p>Children will enjoy sharing books with an adult and will pay attention and respond to the pictures and words. They will ask questions about the book and make comments and share their own ideas. They will develop play around their favourite stories using props. Children will take part in extended conversations about stories and learn new vocabulary.</p> <p>Children will build confidence at answering questions during reading sessions and will practise inference, vocabulary, retrieval and prediction skills throughout the week</p>	<p><u>Comprehension ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>		

## Expected Progress in Year 1:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectation
RWI - Word Reading	<ul style="list-style-type: none"> <li>- Children should recognise most Set 2 sounds – ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</li> <li>- Children should read words containing Set 2 sounds</li> <li>- Children should read words with 4 and 5 sounds</li> <li>- Children should begin to read words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read purple storybooks</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise most Set 2 sounds and begin to learn Set 3 sounds</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4 and 5 sounds</li> <li>- Children should continue to develop reading speed</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read pink storybooks</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and continue to learn Set 3 sounds</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4 and 5 sounds</li> <li>- Children should continue to develop reading speed</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read orange storybooks</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and Set 3 sounds</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4/5 sounds and multi-syllabic words</li> <li>- Children should read most words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read yellow storybooks</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and Set 3 sounds</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4/5 sounds and multi-syllabic words</li> <li>- Children should read most words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read yellow storybooks</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and Set 3 sounds</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4/5 sounds and multi-syllabic words</li> <li>- Children should read most words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read blue storybooks</li> <li>- Children should read 60-70 words per minute</li> </ul>	<p><u>In word reading, pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words</li> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- Read other words of more than one syllable that contain taught GPCs</li> <li>- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>- 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</li> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
Comprehension (alongside RWI)	<p><u>Throughout the year in Year 1, children will:</u></p> <p>Be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- done recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p> <p>In RWI sessions, children will answer questions that practise inference, vocabulary, retrieval and prediction skills throughout the week</p>						

## Expected Progress in Year 2:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectation
RWI - Word Reading	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and Set 3 sounds</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4/5 sounds and multi-syllabic words</li> <li>- Children should read most words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read blue storybooks</li> <li>- Children should read 60-70 words per minute</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and Set 3 sounds speedily</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4/5 sounds and multi-syllabic words</li> <li>- Children should read most words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read grey storybooks</li> <li>- Children should read 70-80 words per minute</li> </ul>	<ul style="list-style-type: none"> <li>- Children should recognise all Set 2 sounds and Set 3 sounds speedily</li> <li>- Children should read words containing Set 2 and Set 3 sounds</li> <li>- Children should read words with 4/5 sounds and multi-syllabic words</li> <li>- Children should read most words speedily</li> <li>- Children will recognise an increasing number of 'red words'</li> <li>- Children should read grey storybooks</li> <li>- Children should read 70-80 words per minute</li> </ul>	<p>Children should finish the RWI programme and begin whole class reading and guided reading sessions. During these sessions, we focus on VIPERS:</p> <p style="text-align: center;">           Vocabulary            Inference            Prediction            Explain            Retrieval            Sequencing         </p> <p>Children should be reading 90+ words a minute by the end of Year 2.</p>			<p><u>In word reading, pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>
Comprehension (alongside RWI)	<p><u>Throughout the year in Year 2, children will:</u></p> <p>Be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales- done recognising and joining in with predictable phrases</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>In RWI sessions, children will answer questions that practise inference, vocabulary, retrieval and prediction skills throughout the week</p>						

