



Reading Progression Document

Our Curriculum Goal: To become a **ROARING READER** who can confidently read and discuss a familiar text.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Concepts	<ul style="list-style-type: none"> Phase 2 GPCs and tricky words Reading practise – decoding, prosody, comprehension 	<ul style="list-style-type: none"> Phase 2 GPCs and tricky words Reading practise – decoding, prosody, comprehension 	<ul style="list-style-type: none"> Phase 3 GPCs and tricky words Reading practise – decoding, prosody, comprehension 	<ul style="list-style-type: none"> Phase 3 GPCs and tricky words Reading practise – decoding, prosody, comprehension 	<ul style="list-style-type: none"> Phase 4 GPCs and tricky words Reading practise – decoding, prosody, comprehension 	<ul style="list-style-type: none"> Phase 4 GPCs and tricky words Reading practise – decoding, prosody, comprehension 	Word reading <ul style="list-style-type: none"> 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. Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own
Skills	Word reading <ul style="list-style-type: none"> Phase 2 Segmenting and blending Comprehension <ul style="list-style-type: none"> Reading practise – decoding, prosody, comprehension Describing characters in a book Retelling a story 	Word reading <ul style="list-style-type: none"> Phase 2 Segmenting and blending Reading phrases Comprehension <ul style="list-style-type: none"> Reading practise – decoding, prosody, comprehension Understanding the meaning of new words 	Word reading <ul style="list-style-type: none"> Phase 3 Segmenting and blending Reading sentences Comprehension <ul style="list-style-type: none"> Reading practise – decoding, prosody, comprehension Describing the events in a story Reading non-fiction books for understanding 	Word reading <ul style="list-style-type: none"> Phase 3 Segmenting and blending Reading sentences Re-reading for fluency Comprehension <ul style="list-style-type: none"> Reading practise – decoding, prosody, comprehension 	Word reading <ul style="list-style-type: none"> Phase 4 Segmenting and blending Reading sentences Comprehension <ul style="list-style-type: none"> Reading practise – decoding, prosody, comprehension Comprehension Demonstrating understanding Making predictions 	Word reading <ul style="list-style-type: none"> Phase 4 Segmenting and blending Fluency Comprehension <ul style="list-style-type: none"> Reading practise – decoding, prosody, comprehension Comprehension Reading with expression 	
Knowledge	<ul style="list-style-type: none"> Recognise the phase 2 GPCs. Read the phase 2 decodable words and tricky words. 	<ul style="list-style-type: none"> Recognise the phase 2 GPCs. Read the phase 2 decodable words and tricky words. 	<ul style="list-style-type: none"> Recognise the phase 3 GPCs. Read the phase 3 decodable words and tricky words. 	<ul style="list-style-type: none"> Recognise the phase 3 GPCs. Read the phase 3 decodable words and tricky words. 	<ul style="list-style-type: none"> Recognise the phase 4 GPCs. Read the phase 4 decodable words and tricky words. 	<ul style="list-style-type: none"> Recognise the phase 4 GPCs. Read the phase 4 decodable words and tricky words. 	

	<ul style="list-style-type: none"> • Blending means combining individual phonemes into a whole word. • Segmenting means identifying the individual phonemes in a word. • A book is made up of pages, which have words and pictures printed on them. • Books should be read from left to right and from top to bottom. • Stories tell us about events or something that has happened to someone. • Characters can be key people, animals, creatures or living things in a story. • The setting describes where a story takes place. 	<ul style="list-style-type: none"> • Blending means combining individual phonemes into a whole word. • Segmenting means identifying the individual phonemes in a word. • It is important to understand what new words mean e.g. tradition, festival etc. 	<ul style="list-style-type: none"> • Blending means combining individual phonemes into a whole word. • Segmenting means identifying the individual phonemes in a word. • Most stories have a clear beginning, middle and end. • Events are the things that happen in the story. • Fiction books are based on made up characters or events. • Non-fiction books are factual and give us information. 	<ul style="list-style-type: none"> • Blending means combining individual phonemes into a whole word. • Segmenting means identifying the individual phonemes in a word. • It is important to re-read sentences and books so that we understand them. 	<ul style="list-style-type: none"> • Blending means combining individual phonemes into a whole word. • Segmenting means identifying the individual phonemes in a word. • Comprehension means understanding what we have read. • A prediction means guessing what might happen next in the story. 	<ul style="list-style-type: none"> • Blending means combining individual phonemes into a whole word. • Segmenting means identifying the individual phonemes in a word. • Comprehension means understanding what we have read. • It is important to re-read sentences and books so that we understand them. • Reading with expression might involve reading with character voices, changing the pitch and tone, or changing the way you read depending on the punctuation. 	<p>words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> • 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.
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Little Wandle Progression

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">words with -s /s/ added at the end (hats sits)words ending in s /z/ (his) and with -s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	