



Curriculum Progression Map Reading- Phonics and Decoding



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



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Reception

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| <p>How it looks at Shawclough</p> | <p>Follow the RWI Phonics programme. Start with learning Set 1 Sounds. Individual letter sounds first then Set 1 digraphs ng, nk, sh, th, ch, qu, ck, ll, ss, ff</p> <p>Word- Time- using Fred the frog to help children read and blend sounds into words- making them with magnetic tile and boards whilst learning to blend. Moving onto reading them on green word cards, ditties and storybooks when blending independently. Progress through WT 1-7, Ditty cards, Ditty books, Green/Purple story books.</p> <p>Expectations End of T1- Ditty 1-10 End of T2- Red Ditty Books End of T3- Green/Purple Books</p> |
| <p>Phonics and Decoding</p> | <p>By the end of Reception Year- ELG: Word reading. 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>Common Exception Words</p> | <p>To read some common irregular words.</p> |
| <p>Fluency</p> | <p>To read and understand simple sentences.</p> |



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