



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.



Curriculum Progression Map Reading- Phonics and Decoding

Year 1

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National curriculum</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught gpcs • Read words with contractions [for example, i’m, i’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How it looks at Shawclough</p>	<p>Continue with the RWI Programme- To know all of Set 1&2 Sounds. When reading Orange books start to learn Set 3 Sounds- alternate graphemes including split digraphs. Expectations End of T1- Pink/Orange books End of T2- Yellow books End of T3- Blue/Grey- instructionally.</p>



Curriculum Progression Map Reading- Phonics and Decoding

Phonics and Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>Read accurately word of more than one syllable.</p>
Common Exception Words	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>
How it looks at Shawclough	<p>Continue with the RWI Programme-</p> <p>To know all of Set 1&2 Sounds.</p> <p>When reading Orange books start to learn Set 3 Sounds- alternate graphemes including split digraphs.</p> <p>Expectations</p> <p>End of T1- Pink/Orange books</p> <p>End of T2- Yellow books</p> <p>End of T3- Blue/Grey- instructionally.</p>