



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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Year 2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National curriculum</p>	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • 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 & 3 Sounds. Expectations End of T1- Blue/Grey books ready to be off the programme.</p> <p>Introduce 'fix it strategies e.g. Pictorial clues, re-reading, reading out loud and slowly.</p> <p>T2 onwards- Continue with phonics sessions concentrating on Set 3 sounds and common suffixes including ed, ing, ful, ment, ness End of T3- Reading P2 White books.</p> <p>From the end of Y2 children should read 90+ Words Per Minute.</p>



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<p>Phonics and Decoding</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>
<p>Common Exception Words</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
<p>Fluency</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>
<p>How it looks at Shawclough</p>	<p>Continue with the RWI Programme-</p> <p>To know all of Set 1,2 & 3 Sounds.</p> <p>Expectations</p> <p>End of T1- Blue/Grey books ready to be off the programme.</p> <p>Introduce 'fix it strategies e.g. pictorial clues, re-reading, reading out loud and slowly.</p> <p>T2 onwards- Continue with phonics sessions concentrating on Set 3 sounds and common suffixes including ed, ing, ful, ment, ness</p> <p>End of T3- Reading P2 White books.</p> <p>From the end of Y2 children should read 90+ Words Per Minute.</p>