



ENGLISH - READING – Read, Write, Inc. Reception Progression 2022/23 – Term by Term

This document sets out the expected reading progression within **Read, Write, Inc.** lessons. The objectives are further embedded within discrete English sessions, and through on-going continuous provision.

These objectives are set out as if children are achieving **as expected** throughout the year. On-going assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.

		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks	End of Year Expectations
Reception	Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	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.

By the end of each half-term children should be able to:							
	- Read all single letter set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short ditty stories.	- Read Red storybooks	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds.	
Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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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