



Phonics and Reading progression skills

The Little Wandle programme overview shows the progression of GPCs and tricky words. The progression has been organised so that the children are taught from the simple to more complex GPCs, as well as considering the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and later on, in fully decodable books.

Phase 2 Graphemes	New Tricky Words
s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • Words with -s /s/ added at the end (hats sits) • Words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	Is I the Put* pull* full* as and has his her go no to into she push* he of 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.

Phase 3 Graphemes		New Tricky Words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • Words with double letters • Longer words Review phase 3 <ul style="list-style-type: none"> • Longer words, including those with double letters • Words with -s /z/ in the middle • Words with -es /z/ at the end • Words with -s /s/ and /z/ at the end 		Was you they my by all are sure pure Review all taught so far



Phase 4 & Phase 4 graphemes	New Tricky Words
<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • Longer words and compound words • Words ending in suffixes: -ing, -ed, /t/, -ed /id/ /ed/, -est <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • Longer words and compound words 	<p>Said so have some come love do were here little says there when what one out today</p> <p>Review all taught so far</p>

(review phase 3 & 4) Phase 5	Review tricky words Phase 2-4
<p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p>	<p>Phase 2-4: the put* pull* full* push* to into I no go of she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>

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



Phase 5 Graphemes	New Tricky Words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ l tiger /ai/ paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such

Phase 5 Graphemes	New Tricky Words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	Any many again Who whole where two School call different Taught through friend work



/l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ eye donkey /oo/ ui ou fruit soup	
---	--

Phase 5 graphemes	New Tricky Words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father * /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze Schwa at the end of words: actor	Once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciation; in which case, they should be not treated as such.



Phonics screening check review

No new GPCs or Tricky Words

Phase 5 graphemes

New tricky words

/ai/ eigh aigh ey ea eight straight grey break
/n/ kn gn knee gnaw
/m/ mb thumb
/ear/ ere eer here deer
/zh/ su si treasure vision
/j/ dge bridge
/i/ y cystal
/j/ ge large
/sh/ ti ssi si ci potion mission mansion delicious
/or/ augh our oar ore daughter pour oar more

Busy beautiful pretty hour move improve parents shoe



Reading Skills Progression

Due to the wide range of needs of our children we use B Squared assessment tool to assess progress for our children. B Squared have designed Progressions Steps, an observation based, teacher assessment framework for use with pupils who are engaged in subject-specific learning. This framework has been designed to help teachers to identify and record the ongoing achievements of pupils who are working moderately or severely beneath age-related expectations, in some or all areas of their development. It can be used with pupils who are either studying elements from the formal curriculum or those who are still engaged in a semi-formal approach to learning. The Progression Steps assessment framework helps schools and teachers to monitor their provision for Cognition and Learning by enabling staff to record the academic knowledge and abilities achieved by their pupils. Using the Early Years Framework, the National Curriculum as well as Progression Steps, we have broken down the key skills for each subject into steps so that we can clearly monitor each child's progress.

Step 1	
Word reading	<ul style="list-style-type: none"> Identify letters and symbols, understanding that they convey meaning. Repeats repetitive word or phrase from poem, story or rhyme after hearing it. Looks and points to words containing letters from their name. Matched written letters in different fonts e.g. letters from their name. Chooses book by saying, signing word or phrase contained within. Frequently looks at books.
Comprehension	<ul style="list-style-type: none"> Joins in with actions or repeats words, rhymes, phrases when prompted. Joins in with discussions. Reads picture books on their own. Shows what they want to happen next in a story. Begins a rhyme. Describes pictures from books in simple terms. Recognises specific character in a different context. Recognises that pictures tell stories. Matches pictures to objects. Shares a book with a member of staff / peer. Shows anticipation of what is going to happen e.g. turning the page. Asks simple what, where, who questions. Correctly indicates to pictures, objects etc in response to questions. Answers questions about the story in a single word answer.



Step 2	
Word reading	<ul style="list-style-type: none">Reads words and symbols in environmentImmediately turns book correct way upPoints to text when readingFind letters from their name written in the bookIdentifies letters in their forenameEchoes staff sounding out CVC
comprehension	<ul style="list-style-type: none">Joins in with predictable phrases from stories or rhymes.Demonstrates understanding of familiar story or rhyme.Re-enacts simple stories.Brings a favourite book to be read.Predicts what will happen at the end of a sentence or in a simple story.Relates an experience to the story.Communicates how a story or poem makes them feel.Reads a story aloudExplains how a character might be feelingRepeats specific linesSits in groups and listens to a story



Step 3	
Word reading	<p>Tracks text correctly from left to right.</p> <p>Sorts words and letters from numbers</p> <p>Turns pages one at a time throughout a book</p> <p>Recognises some common written words</p>
<p>Comprehension</p> <p>From the ELGs</p>	<p>Demonstrate understanding of what has been read to them by retelling (and adapting) stories and narratives using their own words and recently introduced vocabulary.</p> <p>explain similarities and differences... drawing on knowledge from stories [and] non-fiction texts</p> <p>understand the past through settings, characters and events encountered in books and describe their immediate environment using knowledge from... stories [and] non-fiction texts</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound and learning some [by heart]</p> <p>Sing and perform songs, rhymes, nursery rhymes, poems and stories</p>



Step 4		
Word reading	<p>Demonstrates awareness of full stops</p> <p>Becomes more fluent with a book appropriately phonetically matched and do not require other strategies to work out</p> <p>Re-read books to build up fluency</p> <p>Reads some words with contractions 'I'm, I'll</p> <p>Follows lines of text with finger (left to right)</p>	
comprehension	<p>Engaging in range of reading</p>	<p>regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>link what they read or hear read to their own experiences</p> <p>make personal reading choices and simple comments about reading preferences</p>
	<p>Understanding structure of texts</p>	<p>be introduced to a variety of non-fiction books</p> <p>distinguish the differences between fiction and nonfiction texts and discuss the different purposes for reading them</p> <p>identify simple non-fiction features that support the structure of the text (e.g. labels, titles , captions)</p> <p>discuss the sequence of events in stories and identify the beginning, middle and end</p> <p>Responds to rhyme and pattern (including simple poems)</p>
	<p>Understanding themes, conventions of texts</p>	<p>become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling</p> <p>recognise and join in with predictable phrases/story</p> <p>recognise the elements of stories (e.g. main events, main characters and whether they are good or bad, settings)</p>
	<p>Performing poetry, playscripts</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p> <p>perform poetry in unison, following the rhythm and keeping time</p> <p>imitate and invent actions to accompany poetry</p>
	<p>Understanding word meaning</p>	<p>discuss word meanings, linking new meanings to those already known</p>



Understanding use of language	discuss favourite words and phrases in poems and stories
Understanding the text	Draw on own experiences and understanding to make links to a text Makes links to texts from prior knowledge or information from teacher Discuss significance of title and events Participate in discussions about the text explain clearly their understanding of what is read to them (e.g. give opinions about simple texts)
Using inference and making predictions	make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far summarising main part of a text locate page showing specific event



Step 5		
Word reading	<p>Reads familiar books with attention and concentration. Builds fluency when re-reading texts. Reads fluently at their reading level read accurately words of two or more syllables that contain the same graphemes as above (e.g., shoulder, roundabout, grouping) Stops to re-read when realise isn't making sense Read words with simple suffixes (-ness, -ment, -ful, -ly) Begin to read silently read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	
comprehension	Engaging in range of reading	regularly listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (including those from the school's identified Y2 'core texts')
	Understanding structure of texts	be introduced to non-fiction books that are structured in different ways discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related
	Understanding themes, conventions of texts	become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling) recognise and join in with predictable phrases/story language (e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling) recognise the elements of stories
	Performing poetry, playscripts	learn to appreciate rhymes and poems, and to recite some by heart perform poetry in unison, following the rhythm and keeping time imitate and invent actions to accompany poetry
	Understanding word meaning	discuss and clarify the meanings of words, linking new meanings to known vocabulary
	Understanding use of language	identify, discuss and collect their favourite words and phrases and give reasons for choice (e.g. alliteration, humorous phrases)



Understanding the text	activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher discuss the significance of the title and events use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions (e.g. about things/ words in the text they do not understand) answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions participate in discussion about what is read to them, taking turns and listen to what others say explain clearly their understanding of what is read to them (e.g. give opinions about simple texts)
Using inference and making predictions	make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far



Step 6	
Word reading	<p>Monitors own reading, self correcting where necessary</p> <p>Corrects new or unusual words, occasionally with prompts</p> <p>Uses tone and intonation when reading</p> <p>Reads books at their level with increasing expression and intonation</p> <p>Tackles unsighted text (with occasional hesitancy) displaying an understanding that they have made an error and re-reading a word to self correct</p> <p>Recognises and read simple prefixes and suffixes without over sounding</p>
comprehension	<p>Engaging in range of reading</p> <p>regularly listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>read for a range of purposes (e.g. enjoyment, to find out information)</p> <p>make personal reading choices and explain reasons for these</p> <p>Recommend books they have read</p> <p>identify appropriate non-fiction books to use to find out information about a given topic</p> <p>recommend books that they have read to their peers (make links to personal reading choices and reasons for these)</p>
	<p>Understanding structure of texts</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>identify non-fiction features that support the structure of the text (e.g. sub-headings, contents, glossary, captions, text boxes, diagrams)</p> <p>discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related recognise the structure and/or patterns of some simple forms of poetry</p>
	<p>Understanding themes, conventions of texts</p> <p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales (continue to retell in a range of contexts)</p> <p>recognise simple recurring literary language in stories and poetry (e.g. typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...')</p> <p>recognise typical settings</p>



Performing poetry, playscripts	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear perform poetry individually or together; speak audibly and clearly
Understanding word meaning	discuss and clarify the meanings of words, linking new meanings to known vocabulary use picture dictionaries to check the meanings of words they have read/heard read use morphology to work out the meaning of unfamiliar words (e.g. prefixes)
Understanding use of language	identify, discuss and collect their favourite words and phrases and give reasons for choice
Understanding the text	answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Using inference and making predictions	make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far summarise main ideas of a text scan a short section of a text for a key word (retrieval) make predictions based on knowledge of typical settings and what is likely to happen in them (e.g. a character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave



Step 7		
Word reading	<p>Self corrects spontaneously</p> <p>Reads, adhering to punctuation and expressive voice</p> <p>Reads silently for reading periods</p> <p>Requires minimal prompts to read</p> <p>Applies knowledge of root words, suffixes when reading aloud.</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	
comprehension	<p>Engaging in range of reading</p>	<p>Read books that are structured in different ways</p> <p>identify non-fiction features that support the structure of the text sequence the main events in stories into the five stages recognise some different forms of poetry and their structure and/or pattern (e.g. free verse, narrative poetry, alphabet poems, rap, riddle, shape poems, haikus, limericks and kennings)</p> <p>regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks</p>
	<p>Understanding structure of texts</p>	<p>increase familiarity with a wide range of books, including (less familiar) fairy stories, fables and folk tales and retell some of these orally identify themes and conventions in a wide range of books</p>
	<p>Understanding themes, conventions of texts</p>	<p>prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action perform poetry individually or together; experiment with expression and use pauses for effect</p> <p>increase familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books (e.g. safe and dangerous; just and unjust; origins of the earth in creation stories; the conventions of different types of non-fiction writing [e.g. a diary written in the first person]) and make simple connections between texts (e.g. similarities in plot, topic or books by the same author, about the same characters)</p>
	<p>Performing poetry, playscripts</p>	<p>experiment with expression and use pauses for effect</p> <p>prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action perform poetry individually or together; varying, pace</p>



	Understanding word meaning	use dictionaries to check the meaning of words that they have read use morphological and etymological knowledge to work out the meanings of unknown words
	Understanding use of language	identify, discuss and collect words and phrases that capture the reader's interest and imagination
	Understanding the text	checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text (e.g. I wonder why the character...) answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence] identify how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say Understands the meaning of simple and common metaphors
	Using inference and making predictions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use the verbs used for dialogue to work out how a character is feeling [e.g. shouted, sighed, joked]) predict what might happen from details stated and implied identify main ideas drawn from more than one paragraph and summarise these
	Navigating texts	retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings) scan for key words or phrases to retrieve information (from a single point of reference in the text [e.g. a paragraph, verse, poem or page])



Step 8		
Word reading	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>read silently for a sustained period of time</p> <p>demonstrates awareness of the listener</p> <p>Minor hesitancy</p> <p>Creates tension in their voice in order to engage</p> <p>Read age appropriate books for their age</p>	
comprehension	Engaging in range of reading	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words)</p> <p>make personal reading choices and explain reasons for these (e.g. style, genre etc.)</p> <p>reflect on reading preferences and habits and compare these with those of others recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these) quickly appraise non-fiction texts to evaluate their usefulness and quality</p>
	Understanding structure of texts	<p>read books that are structured in different ways recognise that different text types use different features to support the structure sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (e.g. flashbacks and 'time-slip')</p> <p>recognise and compare an increasing range of poetry structures (e.g. free verse, narrative poetry, quatrain, tanka)</p>
	Understanding themes, conventions of texts	<p>increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>make comparisons within books</p> <p>identify and discuss themes and conventions in and across a wide range of writing (e.g.: characters that challenge stereotypes; the conventions of different types of non-fiction writing [e.g. in biographies and autobiographies]) make comparisons within and across books (e.g.: settings; themes; different accounts of</p>



	similar events in different books [such as being an evacuee in 'Carrie's War' and 'Goodnight Mr. Tom']; viewpoints of different authors of the same event)
Performing poetry, playscripts	learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform (individually or together) and show understanding through intonation, tone and volume so that the meaning is clear to an audience use appropriate interaction between characters in play scripts reads, discusses and gives their own views show understanding through intonation, tone and volume so that the meaning is clear to an audience
Understanding word meaning	Infer meanings of unfamiliar words use dictionaries to check the meaning of words that they have read use morphological and etymological knowledge to work out the meanings of unknown words
Understanding use of language	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g.: explore, recognise and use the terms metaphor, simile and imagery; explain the effect of humorous language choices)
Understanding the text	use active reading strategies including: checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding; modifying questions to refine thinking answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence + elaboration] identify how language, structure and presentation contribute to meaning distinguish between statements of fact and opinion in non-fiction texts participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously provide reasoned justifications for their views explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining a focus on the topic and using notes where necessary
Using inference and making predictions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence (e.g. use knowledge of a character to infer how they have changed and suggest reasons for this) predict what might happen from details stated and implied
Navigating texts	summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas Identify key details retrieve, record and present information from nonfiction