



# Reading Progression– Phase 1/2

Phase 1  
Multi– sensory approach  
Steps 1-6



Share library books at school once before sending home. Teach handling and create a love of books.

Alternate with **Discovery sharing book Level 1** (picture books) when ready (teacher assessment) .  
Week 1 library, week 2 Discovery level 1 and so on.  
Read twice before sending home.

Phase 1  
Step 7  
Oral segmenting and blending (use Fred puppet and introduce 'Fred Talk')



Library books (and Discovery Level 1 if not all read) .

Alternate library with **Discovery sharing Level 2** (cvc, alliterative texts).  
Children are not expected to 'read' these books . Look at pictures and talk about story using labelling and discussion where appropriate.

Read twice before sending home.

Phase 1 phonics assessment:  
Pupils to achieve 8/10 for oral blending/segmenting. Some flexibility for individual pupils but they must continue to access Phase 1 activities alongside Phase 2 until segmenting is secure.

Phase 2 RWI (adapted programme)  
Begin to teach Set 1 speed sounds  
(m a s d t)



Teach word time 1.1  
with speed sounds m a s d t

**Teach Action words**



Send library books home for sharing.

Share **Discovery sharing level 2 (if not all read) and level 3** (repetition books) . Use Fred Fingers to model reading the words.

Re read previously chosen books.  
Read at school twice then send home.

**Record to be kept on individual reading records**

# Reading Progression –Phase 2

## Action Words

These are shown as 'red words' in the ditty books and should be reinforced to children during the reading session with the action word card and the action.

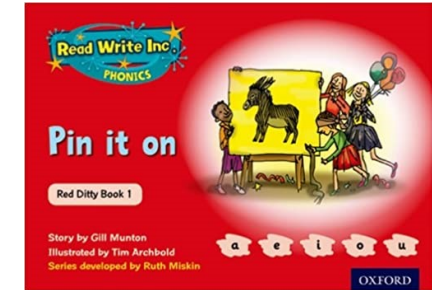
Children will have been exposed to some of these words previously through your action word activities (see separate document)

the

## Ditty Books—to use alongside sound blending books

Ditty books are teaching texts and should be teacher led and chosen to specifically match a child's reading ability in line with the RWI Discovery Phase 2 programme.

Three Ditties per book. Each ditty to be read twice, **photo copy and send home** with current Sound Blending book.



Once each ditty has been read twice, choose the **story book** to match.  
Read twice and send book home.



Throughout a child's reading journey, please continue to work through and re read Discovery sharing texts to Level 4 as children work through the RWI programme of books. These can be accessed again and again, for example, if children are 'stuck' on word time 1.2, continue to share books from the Discovery shared levels and replace with RWI texts (sound blending, ditty books and story books) when ready. This will ensure children continue to embed previous learning and support retrieval skills.

# Reading Progression -Phase 2

Throughout a child's reading journey, please continue to work through and re read Discovery sharing texts to Level 4 as children work through the RWI programme of books.

These can be accessed again and again , for example, if children are 'stuck' on word time 1.2. for a while, continue to share books from the Discovery shared levels and replace with RWI texts (sound blending, ditty books and story books) when ready.

## Sound Blending – Teaching Books

CVC picture books with one word per page.



Once children can read green words from word time independently



**Record to be kept on individual reading records**

Phase 2 RWI  
Set 1 sounds  
Word time 1.2

Phase 2 RWI  
Set 1 sounds  
Word time 1.3

Phase 2 RWI  
Set 1 sounds  
Word time 1.4

Phase 2 RWI  
Set 1 sounds  
Word time 1.5

Send library books home for sharing.  
**RWI Sound Blending Book 1 (sounds m-o)**  
Read twice and send home

Send library books home for sharing.  
**RWI Sound Blending Book 2 (sounds m-b +f)**  
Read twice and send home

Send library books home for sharing.  
**RWI Sound Blending Book 3 (sounds m-h)**  
Read twice and send home

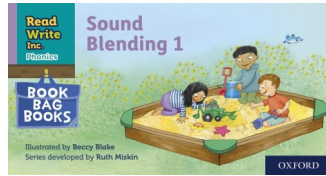
Send library books home for sharing.  
**RWI Sound Blending Book 4 (sounds m-w)**  
Read twice and send home with Ditty One

**Introduce  
Ditty Book  
1**

# Reading Progression -Phase 2



## Phonics Screening Introduce nonsense words



Phase 2 RWI  
Set 1 sounds  
Word time 1.6

Once children can read green words from word time independently



Send library books home for sharing.  
**RWI Sound Blending Book 5**  
(sounds m-x + z ll ss zz)  
Read twice and send home

Phase 2 RWI  
Set 1 sounds  
Word time 1.6



Send library books home for sharing.  
**RWI Sound Blending Book 6 (+ ck sh)**  
Read twice and send home

Phase 2 RWI  
Set 1 sounds  
Word time 1.6



Send library books home for sharing.  
**RWI Sound Blending Book 7 (+ th ch ng nk)**  
Read twice and send home

Phase 2 RWI  
Set 1 sounds  
Word time 1.7



Send library books home for sharing.  
**RWI Sound Blending Book 8,9,10**  
(words with 4 phonemes + fl dr st etc)  
Read each book twice and send home

**Continue Red Ditty Books (1-10)**  
Read each ditty twice, copy and send home.  
  
Once each ditty book is complete, read the corresponding story book twice and send home.

Record to be kept on individual reading records

# Reading Progression -Phase 3



Phase 3 RWI  
Teach Set 2 sounds

**Continue to practise set 1 sounds and words previously taught.**



Send library books home for sharing.

Children read Green story books /non fiction texts



Send library books home for sharing.

Children read purple story books /non fiction texts



Phase 3 RWI  
Teach Set 3 sounds  
Teach letter names (not in RWI lessons)

**Continue to practise set 1 and 2 sounds and words previously taught.**



Send library books home for sharing.

Children read pink story books /non fiction texts

Record to be kept on individual reading records

# Reading Progression -Phase 4



Phase 3 RWI  
Teach Set 3 sounds  
**Continue to practise set 1 and 2 sounds  
and words previously taught.**



Send library books home for sharing.  
Children read orange story books /non fiction  
texts



Send library books home for sharing.  
Children read yellow story books /non fiction texts



Send library books home for sharing.  
Children read blue story books /non fiction texts



Send library books home for sharing.  
Children read grey story books /non fiction texts

Record to be kept on individual reading records