

## Core Knowledge for Progression in Reading

What is the core knowledge needed for progression in reading for each stage of development? What do we do to ensure children progress through the stages rapidly?	Simplified overview of what we do to work through each stage. Highlight what we do if children struggle with a phase.
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	Developing and Working Towards...	What should we be doing to ensure progression?	How to support those who struggle at each stage?
1	Tuning in	<ul style="list-style-type: none"> <li>- Giving opportunities to children to listen to speech, stories and rhymes in variety of ways, (whispering adult, audio book, outside, inside, animatedly, with/without pictures, with/without actions etc.)</li> <li>- Expecting children to respond appropriately in conversation.</li> <li>- Providing children with rehearsal of distinguishing between 'like sounds', e.g. blowing a raspberry and a balloon deflating. Bouncing a ball on grass and concrete. Tapping a ceramic bowl with a spoon and tapping a glass. Exhaling and inhaling etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Recommend a hearing test</li> <li>- Allow time for 1:1 quiet experiences with an adult.</li> <li>- Provide many opportunities for children to experience a wide range of listening opportunities repeatedly and widely.</li> <li>- Share strategies with parents at the earliest opportunity.</li> </ul>
2	Oral Blending	<ul style="list-style-type: none"> <li>- Encouraging children to rehearse skills of blending throughout normal conversations and interactions with the children.</li> </ul>	<ul style="list-style-type: none"> <li>- Recommend a hearing test if children seem to struggle to orally blend.</li> <li>- Start within a context, then syllables and finally graphemes.</li> </ul>
3	Recalling GPC's and CEW/Sight Words	<ul style="list-style-type: none"> <li>- Systematically teach the GPCs and CEWs in line with our progression document.</li> <li>- Use consistent images, prompts, rhymes, flashcards and resources to support all children with recalling GPCs and CEWs.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide families with the parent charts as we teach GPCs and CEWs to ensure consistent approach is used at home and school.</li> <li>- Ensure children have access to 'Keep up' Phonics interventions at the earliest sign of struggle.</li> <li>- Carefully plan Catch Up sessions to teach specific GPC and CEW gaps.</li> </ul>
4	Blending aloud (CVC)	<ul style="list-style-type: none"> <li>- Support children to rehearse identification of GPCs taught in a variety of formats, in books, on IWB, in teacher's handwriting and rehearse the ability to blend the individual GPCs in to words.</li> <li>- Provide rehearsal opportunities for children to combine a selection of short VC and CVC words, plus CEWs, children begin to read captions, phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure children have access to 'Keep up' Phonics interventions at the earliest sign of struggle.</li> <li>- Carefully plan Catch Up sessions to teach specific GPC and CEW gaps.</li> <li>- Use sound buttons and dashes to support children with the blending of words.</li> <li>- CEW 'Building Block' Booklets.</li> </ul>

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5	Blending aloud (Words containing digraphs, CCVC/CVCC/ compound)	<ul style="list-style-type: none"> <li>- Give children opportunities to identify GPCs taught in a variety of formats, in books, on IWB, in teacher's handwriting and rehearse the ability to blend the individual GPCs in to words.</li> <li>- Support children with recognition of digraphs within words and recalling them to blend.</li> <li>- Provide rehearsal opportunities for children to combine a selection of words, plus CEWs, children begin to read sentences with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure children have access to 'Keep up' Phonics interventions at the earliest sign of struggle.</li> <li>- Carefully plan Catch Up sessions to teach specific GPC and CEW gaps.</li> <li>- Use sound buttons and dashes to support children with the blending of words.</li> <li>- CEW 'Building Block' Booklets.</li> </ul>
6	Blending in head	<ul style="list-style-type: none"> <li>- Model and support children in recalling GPCs within their head in the correct order and blending the phonemes silently to decode the word.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 'nodding head' strategy to physically represent the blending skill in their head.</li> </ul>
7	Fluent reading (increased decoding speed)	<ul style="list-style-type: none"> <li>- Model and support children to recall GPCs and blend in their head when reading most words within a sentence. (Children may slow down with some words but still decode silently in their head.)</li> </ul>	<ul style="list-style-type: none"> <li>- Read three times with children.... 1. They decode. 2. Model read. 3. Children re-read.</li> </ul>
8	Fluent reading ('at a glance')	<ul style="list-style-type: none"> <li>- Develop the children's ability to read fluently 'seemingly at a glance.' (Children will still read methodically and lack expression. They won't always pause at a full stop and seem to chant the words. Comprehension of text may not always be there.)</li> </ul>	<ul style="list-style-type: none"> <li>- Read three times with children.... 1. They decode. 2. Model read. 3. Children re-read.</li> </ul>
9	Prosody (Rate of conversation, accuracy, read punctuation, read with expression and intonation).	Develop the children's ability to: <ul style="list-style-type: none"> <li>- Read at the same rate they have a conversation.</li> <li>- Make very few mistakes and reads with accuracy.</li> <li>- 'Read' punctuation to add to meaning of what they are reading.</li> <li>- Read with expression and intonation to engage the listener and showcase their own understanding of how and what is being said/conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency and Prosody whole class sessions.</li> <li>- Fluency and Prosody small group interventions.</li> </ul>
10	Comprehension, enjoyment, pleasure, to learn, interpret, summarise, infer, deduce etc	Provide a wide range of opportunities for children to develop their 'reasons to read' with an array of books/texts/ magazines/ extracts etc.	<ul style="list-style-type: none"> <li>- WCR</li> <li>- Small Group Reading Sessions</li> <li>- R4P (adults read to the children for pleasure).</li> </ul>