



# The Bishops' C of E Learning Academy

Faith to Belong, Believe, Aspire and Achieve.



*If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. (Matthew 17:20)*

## READING – Read, Write, Inc. Whole School Progression 2025/2026– Term by Term

Last updated: December 2025

At The Bishops' C of E Learning Academy, we are committed to ensuring that all children become confident, fluent, and enthusiastic readers. We recognise that secure early reading skills are fundamental to pupils' overall academic success and lifelong learning. We believe that the Read Write Inc. (RWI) phonics programme provides a strong and systematic foundation for the development of early reading and writing skills. Through the structured teaching of phonics, children learn to read accurately and fluently, enabling them to focus on developing comprehension, vocabulary, and spelling skills. The teaching of phonics is a high priority across the school. The Read Write Inc. progression grid below outlines the specific content to be taught and the expected progression at each stage. Pupils are assessed at least half-termly and are grouped accordingly to ensure teaching is closely matched to their current level of attainment. Where children are not meeting the expected rate of progress, timely and targeted intervention is implemented to address individual needs and support accelerated progress.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Reception	Word Reading	Read 16 single-letter Set 1 sounds  Children are taught to blend sounds into words orally.	Read all 25 Set 1 single letter sounds  Children are taught to blend sounds into words orally.	Read all 25 Set 1 single letter sounds  Blend sounds to read words  Read short Ditty stories	Read 31 sounds (Set 1 Special Friends)  Children are taught to blend words containing 4/5 sounds and consonant blends ( <b>word time 1.6 and 1.7</b> ).  To be exposed to some common exception words: <b>put, the, I, no, of, my, for, he</b>	Read 35 sounds (4 double consonants)  To recall previous common exception words and be exposed to new common exception words: <b>your, said, you, be, are</b>	Read 41 sounds (first 6 Set 2 sounds)  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.

		Children are taught to orally blend single-letter sounds (word time)	single-letter sounds (word time )	To be exposed to some common exception words: <b><i>put, the, I,</i></b>				
<b>By the end of each half-term children should be able to:</b>								
	- Say and read the first 16 single letter set 1 sounds	- Read all set 1 sounds. Blend sounds into words orally.	- Blend sounds to read words- Read short <b>ditty</b> stories.	- Read <b>Red</b> storybooks	- Read <b>Green</b> storybooks. - Read some set 2 sounds.	- Read <b>Green</b> or <b>Purple</b> storybooks. - Read some set 2 sounds.		
Comprehension	Listening - comprehension of instructions.  Immerse children in topic related/unfamiliar vocabulary.  Story sequence/prediction activities based on baseline assessment.	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.		



Comprehension	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>-To participate in discussion about what is being read to them.</li> <li>-To identify the title of a text.</li> <li>-To discuss the significance of the title and events in a story.</li> <li>- Learn topic related/unfamiliar vocabulary and use it mostly appropriately.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- To give simple prediction, on the basis of what has happened so far.</li> <li>-Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts.</li> <li>-Begin to explain the meaning of vocabulary.</li> <li>-Answer a range of questions based on GUIDED READING – verbally with more independence when listening to class texts.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- To explain clearly what has been read to them.</li> <li>- To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts.</li> <li>- Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts.</li> <li>-To make inferences on the basis of what is said and done.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p><b>(Continued on next page)</b></p>
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<b>Year 2</b>	<b>Word Reading</b>	Children to read words containing set 1, 2 and 3 sounds speedily.  Read multisyllabic words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories.  Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.  <b><i>Children on track for expected will complete the programme at the end of Spring 1.</i></b>	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).  Daily opportunities for children to build pace and fluency of reading.  Learn how and when to use expression in reading.  Children to read multisyllabic words and words with suffix endings.  Children to read topic related vocabulary.  Children to read year 2 common exception words.	See guided reading progression grid.

					By the end of each half-term children should be able to:	
		<p>Read Blue storybooks with increased fluency and comprehension.</p> <ul style="list-style-type: none"> <li>- Read all of set 3 sounds speedily.</li> <li>- Read 70/80 words per minute</li> </ul>	<p>Read Grey storybooks.</p> <ul style="list-style-type: none"> <li>- Read all of set 3 sounds speedily.</li> <li>- Read 80 words per minute.</li> <li>- Read multi syllabic words speedily.</li> </ul>	<ul style="list-style-type: none"> <li>- Read Grey storybooks with increased fluency and comprehension.</li> <li>- Read all of set 3 sounds speedily.</li> <li>- Read 80/90+ words per minute.</li> <li>- Read multi-syllabic words speedily.</li> </ul>	<p>Read with pace and fluency.</p> <ul style="list-style-type: none"> <li>- Begin to use expression as appropriate.</li> <li>- Read at a pace of 90 words per minute.</li> <li>- Read multisyllabic words with little or no hesitation.</li> <li>- Read year 2 common exception words</li> </ul>	
		<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- Use clues to predict.</li> <li>- Answer and ask questions (verbally or in simple written form).</li> <li>- Discuss the sequence of events in books.</li> <li>- Discuss and clarify the meaning of words.</li> </ul>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- Explain and discuss their understanding of books.</li> <li>- Begin to answer questions about text in a written form.</li> <li>- Discuss their favourite books, words and phrases.</li> <li>- Be introduced to non-fiction books that are structured in different ways.</li> <li>- Make inferences on the basis of what is said and done.</li> </ul>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- Participate in discussion about poems.</li> <li>- Continue to build up a repertoire of poems.</li> <li>- Recognise simple recurring literary language in poetry.</li> <li>- Answer more complex range of questions about longer pieces of text in a written form. (plus Autumn and Spring term objectives)</li> </ul>		
		<p>Throughout year 2 children are expected to:</p> <ul style="list-style-type: none"> <li>- Choose books to read for their own pleasure</li> <li>- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)</li> <li>- Answer a range of questions, both verbally and in written form.</li> <li>- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context</li> </ul>				