

Pre-RWI Progression Map



Letter join patterns		Children have a range of opportunities to mark make in different media. (paint, pencil, flour, water, chalk, felt tips) Children have opportunities to trace a range of patterns. (Circles, swirls, lines, vertical and horizontal, wavy lines, zig zags etc...)
Naming objects		Children are introduced to a sound through objects. The children are introduced to MTYT naming the object. E.g. aaa-apple, aaa-aligator, aaa-anchor, aaa-acorn The adult will name an object and ask a child to find it from a selective few.
Set 1 sounds and picture cards	Read Write Inc. Phonics Speed Sound Cards Set 1 m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k	Children are introduced to sounds through MTYT using the A4 card. The adult will model how to say the sound mmmmm mountain. The children are introduced to 4 picture cards linked to the sounds. The adult tells the children the object and they discuss it in detail. Children practise MTYT naming the objects. The children become confident naming initial sounds.
What can you find?		Children are introduced to sound cards. They are taught to work with their partner to Find an object beginning with a particular letter. The adult will name the objects and discuss them in detail to develop language and vocabulary.

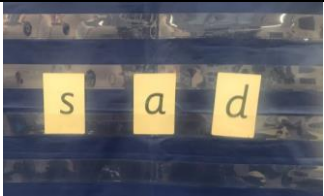
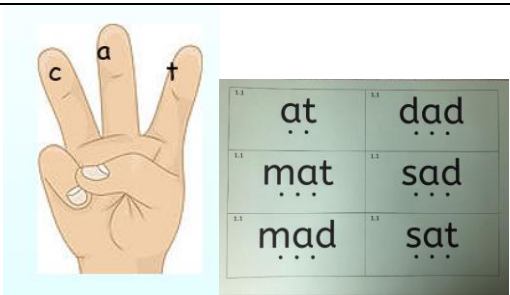
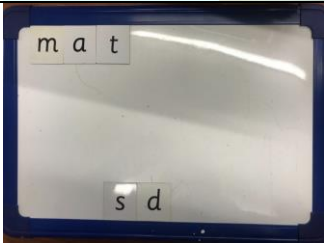
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Sound bingo	Initial Sounds   m	Children are taught how to play Bingo. The play Bingo linked to a particular sound. An adult will name each of the objects on the Bingo card and discuss them in detail. The adult will say an object and emphasise the initial sound and if the child has the object they will place a counter on the mat. The winner is the one who fills the Bingo mat first.																																																																																																																																																																																																																										
Picture naming and sorting	g o   	Children are taught to name the pictures and emphasise the initial sound and match it/ add it onto the correct sound board. This is a turn taking game based on initial sounds.																																																																																																																																																																																																																										
Oral blending	Rhyming words for 'Orally blending' <table><tr><td>in</td><td>ip</td><td>it</td><td>ig</td><td>id</td><td>ib</td></tr><tr><td>pin</td><td>zip</td><td>hit</td><td>pig</td><td>kid</td><td>cub</td></tr><tr><td>fin</td><td>lip</td><td>pit</td><td>wig</td><td>bid</td><td>dab</td></tr><tr><td>tin</td><td>pip</td><td>fit</td><td>big</td><td>lid</td><td>gab</td></tr><tr><td>win</td><td>rip</td><td>wit</td><td>fig</td><td>sid</td><td>jib</td></tr><tr><td>chin</td><td>hip</td><td>bit</td><td>dig</td><td>kid</td><td>lob</td></tr><tr><td>shin</td><td>dip</td><td>kit</td><td>rig</td><td></td><td>tab</td></tr><tr><td>skin</td><td>nip</td><td>quit</td><td>jig</td><td></td><td>neb</td></tr><tr><td>grin</td><td>tip</td><td>knit</td><td>twig</td><td></td><td>blab</td></tr><tr><td>thin</td><td>trip</td><td>spit</td><td></td><td></td><td>crab</td></tr><tr><td>win</td><td>flip</td><td>split</td><td></td><td></td><td>grab</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>scab</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>slob</td></tr></table><table><tr><td>an</td><td>ar</td><td>ag</td><td>am</td><td>at</td><td>ap</td><td>ad</td></tr><tr><td>fan</td><td>jar</td><td>bag</td><td>ram</td><td>cat</td><td>cap</td><td>bad</td></tr><tr><td>man</td><td>bar</td><td>rag</td><td>jam</td><td>bat</td><td>map</td><td>dad</td></tr><tr><td>van</td><td>far</td><td>fag</td><td>ham</td><td>hat</td><td>nop</td><td>had</td></tr><tr><td>ran</td><td>star</td><td>rag</td><td>Pam</td><td>rat</td><td>tap</td><td>lad</td></tr><tr><td>tan</td><td>scar</td><td>tag</td><td>yam</td><td>pat</td><td>rap</td><td>mad</td></tr><tr><td>can</td><td></td><td>wag</td><td>Sam</td><td>mat</td><td>yap</td><td>pod</td></tr><tr><td>can</td><td></td><td>flag</td><td>tram</td><td>set</td><td>sap</td><td>sod</td></tr><tr><td>pan</td><td></td><td>drag</td><td>swam</td><td>chat</td><td>flap</td><td>tad</td></tr><tr><td>scan</td><td></td><td>bragg</td><td>slam</td><td>flat</td><td>snap</td><td>glad</td></tr><tr><td>plan</td><td></td><td></td><td>clam</td><td>spat</td><td>trap</td><td></td></tr></table><table><tr><td>ug</td><td>ub</td><td>up</td><td>un</td><td>ut</td><td>uck</td><td>ake</td></tr><tr><td>bug</td><td>tub</td><td>cup</td><td>nut</td><td>cut</td><td>duck</td><td>cake</td></tr><tr><td>rug</td><td>hub</td><td>pup</td><td>but</td><td>hut</td><td>truck</td><td>boke</td></tr><tr><td>hug</td><td>cub</td><td></td><td>fun</td><td>put</td><td>book</td><td>snake</td></tr><tr><td>tug</td><td>sub</td><td></td><td>run</td><td>gut</td><td>took</td><td>make</td></tr><tr><td>meg</td><td>rub</td><td></td><td>wan</td><td>bat</td><td>look</td><td>take</td></tr><tr><td>jug</td><td>grub</td><td></td><td>gun</td><td>cut</td><td></td><td></td></tr><tr><td>dug</td><td>scrub</td><td></td><td>pun</td><td>shut</td><td></td><td></td></tr><tr><td></td><td>club</td><td></td><td>shun</td><td>strut</td><td></td><td></td></tr></table> 	in	ip	it	ig	id	ib	pin	zip	hit	pig	kid	cub	fin	lip	pit	wig	bid	dab	tin	pip	fit	big	lid	gab	win	rip	wit	fig	sid	jib	chin	hip	bit	dig	kid	lob	shin	dip	kit	rig		tab	skin	nip	quit	jig		neb	grin	tip	knit	twig		blab	thin	trip	spit			crab	win	flip	split			grab						scab						slob	an	ar	ag	am	at	ap	ad	fan	jar	bag	ram	cat	cap	bad	man	bar	rag	jam	bat	map	dad	van	far	fag	ham	hat	nop	had	ran	star	rag	Pam	rat	tap	lad	tan	scar	tag	yam	pat	rap	mad	can		wag	Sam	mat	yap	pod	can		flag	tram	set	sap	sod	pan		drag	swam	chat	flap	tad	scan		bragg	slam	flat	snap	glad	plan			clam	spat	trap		ug	ub	up	un	ut	uck	ake	bug	tub	cup	nut	cut	duck	cake	rug	hub	pup	but	hut	truck	boke	hug	cub		fun	put	book	snake	tug	sub		run	gut	took	make	meg	rub		wan	bat	look	take	jug	grub		gun	cut			dug	scrub		pun	shut				club		shun	strut			An adult will use Fred the frog to introduce oral blending. The adult will fred talk the word and encourage the children to repeat. e.g. c-a-t and say the word cat. The adult will focus on a rhyming pattern to support blending.
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Assisted blending		Once children are ready and can orally blend they will move onto assisted blending. The adult will use the small set 1 sounds to build words using word time. The words are built up in the blue chart. The sound cards are pushed closer together and when blending the sounds are pushed together quicker to pronounce the word independently.
Word time and Fred fingers		Once the children can blend with support they are introduced to the green word time cards. The adult will model fred fingers and count the sounds when reading words. The teacher introduces dots and dashes (dots for single sounds and dashes for double graphemes and diagraphs)
Magnetic boards		Once the children can read Word time words they begin to build them using magnetic letters. The adult will model MTYT orally blending the word, then use fred fingers, and finally complete the assisted blending process. The children will first be asked to point to each letter sound and say it. They will then be asked to move a sound to assess letter knowledge. Once the children can do this they move all the sounds to make a word e.g. mat. The children then place the sounds back in the same place at the bottom of their board so when they add more letters they can find them easily.

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Word Time	<table><tr><th colspan="7">Word Time words</th></tr><tr><th>Word time 1</th><th>Word time 2</th><th>Word time 3</th><th>Word time 4</th><th>Word time 5</th><th>Word time 6</th><th>Word time 7</th></tr><tr><td>at</td><td>an</td><td>bad</td><td>fat</td><td>jam</td><td>bang</td><td>bell</td></tr><tr><td>dad</td><td>and</td><td>bin</td><td>fan</td><td>jet</td><td>box</td><td>best</td></tr><tr><td>mad</td><td>dig</td><td>can</td><td>fun</td><td>jog</td><td>chat</td><td>blip</td></tr><tr><td>mat</td><td>dog</td><td>cat</td><td>fish</td><td>rat</td><td>chin</td><td>blip</td></tr><tr><td>sad</td><td>gap</td><td>cot</td><td>had</td><td>red</td><td>chop</td><td>brat</td></tr><tr><td>sat</td><td>get</td><td>cup</td><td>hit</td><td>run</td><td>fox</td><td>clip</td></tr><tr><td></td><td>in</td><td>kit</td><td>hen</td><td>sock</td><td>fix</td><td>dress</td></tr><tr><td></td><td>it</td><td>mud</td><td>let</td><td>vet</td><td>quit</td><td>drip</td></tr><tr><td></td><td>on</td><td>up</td><td>lip</td><td>web</td><td>quiz</td><td>drop</td></tr><tr><td></td><td>pan</td><td>kick</td><td>log</td><td>wet</td><td>sing</td><td>flag</td></tr><tr><td></td><td>pin</td><td>lock</td><td>met</td><td>win</td><td>six</td><td>flop</td></tr><tr><td></td><td>top</td><td>sack</td><td>wish</td><td>thick</td><td>frog</td><td>from</td></tr><tr><td></td><td>sit</td><td>set</td><td>yap</td><td>thin</td><td>thin</td><td>gran</td></tr><tr><td></td><td>tip</td><td>ship</td><td>yes</td><td>thing</td><td>grin</td><td>mess</td></tr><tr><td></td><td></td><td>shop</td><td>yum</td><td>wing</td><td>mess</td><td>pram</td></tr><tr><td></td><td></td><td></td><td></td><td>zip</td><td>prop</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>zap</td><td></td><td></td></tr></table> 	Word Time words							Word time 1	Word time 2	Word time 3	Word time 4	Word time 5	Word time 6	Word time 7	at	an	bad	fat	jam	bang	bell	dad	and	bin	fan	jet	box	best	mad	dig	can	fun	jog	chat	blip	mat	dog	cat	fish	rat	chin	blip	sad	gap	cot	had	red	chop	brat	sat	get	cup	hit	run	fox	clip		in	kit	hen	sock	fix	dress		it	mud	let	vet	quit	drip		on	up	lip	web	quiz	drop		pan	kick	log	wet	sing	flag		pin	lock	met	win	six	flop		top	sack	wish	thick	frog	from		sit	set	yap	thin	thin	gran		tip	ship	yes	thing	grin	mess			shop	yum	wing	mess	pram					zip	prop						zap			Once the children can blend and build words using magnetic letters they learn to write them using phoneme frames. The children will read the green words, then use their fred fingers to count the sounds. The adult will model writing the word on the board using each of the letter rhymes. They will model letter formation emphasising tall and small letters. The children will then independently write the word in the phoneme frame. Any High attaining pupils will spell the word in their book without the visual prompt.
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Simple sentences	Speed sounds m a d e r j red jam  Speed sounds m a d i n e r j red jam in a jar 	When the children can read Word time words and CVC word they will move onto reading simple sentences. The children will work with their partner to read the speed sounds. The adult will flash the green words/ red words associated with the simple sentence and then the children will read it with their partner. The higher attaining pupils will read the extended sentence underneath with their partner. The children will read the sentence over 3 days to develop fluency and expression. The children will begin to fred in their head and say the word when they know it without blending. On day 3 the adult will ask some verbal questions. The children will refer to the simple sentence to find the answer.																																																																																																																																					