



# storyybrook

## Whole School Phonics Progression



### Purpose of this Document

This document outlines the progression of foundational knowledge, foundational skills, reading fluency, oracy, vocabulary development, comprehension and reading behaviours through the Read Write Inc. programme at Storyybrook School.

It provides a clear overview of how pupils develop as readers from their individual starting points, supporting staff to understand the expected progression from early phonics acquisition through to fluent, independent reading. The document reflects the school's commitment to ensuring that all pupils develop the knowledge, skills and confidence required to access the wider curriculum and become successful lifelong readers.

The progression outlined within this document is designed to support high-quality teaching, assessment and intervention. It enables staff to identify pupils' next steps, monitor progress over time and ensure that teaching remains responsive to individual needs. Particular consideration is given to the needs of pupils with social, emotional and mental health (SEMH) needs, recognising that successful reading development requires both strong foundations in literacy and a safe, supportive learning environment.

### **This document should be read alongside the:**

- Storyybrook Phonics Curriculum Overview
- Reading Policy
- Storyybrook Reading Spine
- English Curriculum Documentation





- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- SEMH Policy
- Behaviour and Relationships Policy

Together, these documents ensure a coherent and consistent approach to early reading, reading fluency, vocabulary development, comprehension and reading for pleasure across the school.

**The ultimate aim of this progression framework is to support pupils in moving successfully from:**

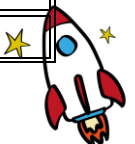
Learning to Read → Reading to Learn

so that they can access increasingly ambitious texts, engage confidently with the Storybrook Reading Spine and participate fully in learning across the wider curriculum.

## Foundational Knowledge Progression

At Storybrook School, foundational knowledge is carefully sequenced and systematically developed through the Read Write Inc. programme to ensure pupils build secure early reading skills over time. Knowledge is introduced, revisited and applied through regular practice, enabling pupils to move from initial recognition and understanding to confident, automatic application. Progression begins with developing awareness of sounds and letters before extending to increasingly complex aspects of the alphabetic code, decoding, vocabulary and comprehension. This cumulative approach ensures that pupils develop the secure knowledge required to become fluent, confident readers who can successfully access the wider curriculum. Foundational knowledge is regularly assessed and reinforced through retrieval practice, reading activities and purposeful application across reading, writing and communication.

Foundational Knowledge	Progression
Phonemes	Recognition → Recall → Automaticity
Graphemes	Recognition → Application → Flexibility





Foundational Knowledge	Progression
Sound-Symbol Correspondence	Matching → Secure Recall → Independent Application
Blending	Oral Blending → Decoding → Automatic Word Recognition
Segmenting	Oral Segmenting → Spelling → Independent Application
Alphabetic Code	Simple Correspondences → Digraphs and Trigraphs → Alternative Representations
Common Exception Words	Recognition → Recall → Independent Reading and Writing
Vocabulary	Exposure → Understanding → Application
Sentence Structure	Listening and Understanding → Meaning Making → Independent Comprehension
Comprehension	Listening → Retrieval → Inference → Discussion and Explanation

This progression supports pupils in moving successfully from **learning to read** to **reading to learn**, enabling them to engage confidently with the Storyybrook Reading Spine and the wider curriculum.

### Foundational Skills Progression

Foundational Skill	Progression
Listening	Attention → Sustained Attention → Active Listening
Oral Language	Response → Discussion → Explanation
Sound Discrimination	Recognition → Identification → Application
Blending	Oral → Decoding → Automatic Reading
Segmenting	Oral → Spelling → Independent Writing
Reading Fluency	Accuracy → Automaticity → Prosody
Comprehension	Retrieval → Inference → Explanation
Oracy	Partner Talk → Discussion → Reasoning





## Reading Fluency Progression

At Storybrook School, reading fluency is recognised as a critical bridge between decoding and comprehension. As pupils progress through the Read Write Inc. programme, they move from sounding out individual words to reading accurately, automatically and with increasing expression. Fluency is developed through repeated reading, teacher modelling, partner reading, echo reading and regular opportunities to revisit familiar texts. As decoding becomes increasingly automatic, pupils are able to devote more cognitive attention to understanding meaning, discussing ideas and responding to texts.

Reading fluency is monitored through ongoing assessment, reading practice sessions, pupil discussions and reading observations. Leaders recognise that fluent reading encompasses not only accuracy and pace, but also prosody, comprehension and reading stamina. Developing fluency is particularly important for many pupils with SEMH needs, as increased fluency can improve confidence, engagement and enjoyment of reading.

Stage	Expected Reading Fluency Development
Early Set 1	Recognises and articulates individual sounds accurately.
Set 1	Blends simple sounds and words with adult support.
Set 2	Reads familiar words with increasing automaticity and reduced reliance on sounding out.
Set 3	Reads words containing complex graphemes with growing accuracy and confidence.
Ditties and Red Books	Begins to read simple texts with increasing fluency and understanding.
Green and Purple Books	Develops greater pace and accuracy when reading familiar texts.
Pink and Orange Books	Reads connected text more smoothly and with improving expression.
Yellow Books	Demonstrates increasing reading stamina, automaticity and confidence.
Blue Books	Reads with developing prosody, expression and comprehension.
Grey Books	Reads fluently with accuracy, pace, expression and secure understanding.
Master Readers	Reads independently, fluently and thoughtfully, adapting reading to purpose, audience and text type.





## End Point

By the time pupils complete the Read Write Inc. programme, they are expected to read accurately, fluently and with understanding. They are able to access increasingly ambitious texts, engage confidently with the Storyybrook Reading Spine and apply their reading skills successfully across the wider curriculum. Fluency enables pupils to move from **learning to read** to **reading to learn**, supporting long-term academic success, independence and a lifelong enjoyment of reading.

## Oracy Progression

At Storyybrook School, we recognise that strong communication skills are fundamental to successful learning, relationships and emotional wellbeing. Many pupils with SEMH needs may experience difficulties with communication, confidence, vocabulary development or expressing their thoughts and feelings effectively. Therefore, opportunities for oracy development are embedded throughout the Read Write Inc. programme and the wider curriculum.

Oracy is developed through structured talk, partner work, oral rehearsal, vocabulary-rich discussion and opportunities to explain, justify and reflect upon learning. As pupils progress through the phonics programme, they move from listening and responding to increasingly sophisticated discussion, reasoning and explanation. These skills support reading comprehension, vocabulary acquisition, confidence and participation across all areas of school life.

Stage	Expected Oracy Development
Early Set 1	Listens attentively, responds to simple instructions and repeats sounds and words accurately.
Set 1	Participates in oral blending activities and begins to articulate sounds clearly and confidently.
Ditties and Red Books	Responds verbally to simple questions and begins to discuss stories and vocabulary.
Green and Purple Books	Participates in partner talk, retells events and uses newly taught vocabulary appropriately.
Pink and Orange Books	Explains ideas in simple sentences, makes predictions and discusses texts with increasing confidence.
Yellow Books	Provides explanations, answers questions independently and begins to justify opinions.
Blue Books	Uses increasingly ambitious vocabulary, discusses themes and characters and contributes thoughtfully to discussions.
Grey Books	Explains ideas clearly, makes inferences, justifies responses and participates confidently in collaborative discussion.





Stage	Expected Oracy Development
Master Readers	Engages in sustained discussion, evaluates ideas, articulates opinions, responds to others and uses language confidently across a range of contexts.

### End Point

By the time pupils complete the Read Write Inc. programme, they are expected to communicate confidently and effectively through spoken language. They are able to discuss texts, explain their thinking, use increasingly ambitious vocabulary and participate positively in a range of learning situations. Strong oracy skills support reading comprehension, writing development, self-expression and successful participation in the wider curriculum, helping pupils to develop confidence, independence and a strong sense of belonging within the Storybrook community.

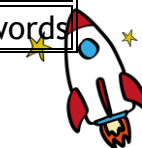
### Vocabulary Progression

At Storybrook School, vocabulary development is recognised as a fundamental component of reading, communication and learning. Through the Read Write Inc. programme, pupils are systematically exposed to, taught and supported to apply increasingly ambitious vocabulary. Vocabulary instruction is embedded throughout phonics lessons, reading activities, story discussions and the wider curriculum.

Pupils are encouraged not only to understand the meaning of new words, but also to use them confidently in speaking, reading and writing. Vocabulary is explicitly taught, revisited and applied in different contexts to support long-term retention and successful communication.

As pupils progress through the phonics programme, they move from hearing and recognising new vocabulary to understanding, discussing and independently applying increasingly sophisticated language.

Stage	Expected Vocabulary Development
Early Set 1	Listens to and experiences a range of familiar and unfamiliar words through stories, discussion and adult modelling.
Set 1	Recognises and begins to understand simple vocabulary linked to stories, routines and classroom learning.
Ditties and Red Books	Begins to discuss the meaning of familiar words and use newly introduced vocabulary in conversation.
Green and Purple Books	Understands and recalls topic-related and unfamiliar vocabulary, using some new words.





Stage	Expected Vocabulary Development
	appropriately during discussion.
Pink and Orange Books	Explains the meaning of familiar vocabulary and begins to use newly acquired words across a range of contexts.
Yellow Books	Demonstrates increasing understanding of ambitious vocabulary and begins to discuss word meanings with greater independence.
Blue Books	Uses increasingly precise and ambitious vocabulary when discussing texts, explaining ideas and responding to questions.
Grey Books	Explains vocabulary accurately, explores shades of meaning and applies new vocabulary confidently in discussion and learning.
Master Readers	Independently understands, discusses and applies ambitious vocabulary across reading, writing and the wider curriculum.

### How Vocabulary Supports Reading Development

Vocabulary development enables pupils to:

- understand increasingly complex texts
- improve reading comprehension
- communicate ideas clearly and confidently
- engage in meaningful discussion
- access the wider curriculum
- develop cultural capital and wider world knowledge
- strengthen writing and spoken language
- build confidence and self-expression





## End Point

By the time pupils complete the Read Write Inc. programme, they are expected to understand and use a broad and increasingly ambitious vocabulary. They are able to discuss the meaning of words, apply vocabulary in a range of contexts and draw upon their growing language knowledge to support reading comprehension, communication and learning across the curriculum. Vocabulary development supports pupils in becoming confident readers, effective communicators and successful learners.

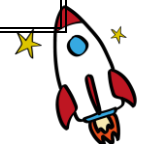
## Reading Spine Links and Progression

At Storybrook School, the Read Write Inc. programme provides the foundation for successful engagement with the Storybrook Reading Spine. As pupils develop secure phonics knowledge and increasing reading fluency, they are gradually exposed to a wider range of high-quality texts that support vocabulary development, comprehension, cultural capital and reading enjoyment.

The Reading Spine is carefully sequenced to ensure pupils encounter increasingly ambitious language, themes, genres and ideas as they progress through the school. Whilst phonics teaches pupils how to read, the Reading Spine develops pupils' understanding of what they read and nurtures a lifelong love of reading.

As pupils move through the Read Write Inc. programme, they transition from listening to and discussing texts, to reading increasingly complex texts independently. This progression ensures pupils move successfully from **learning to read** to **reading to learn**.

Read Write Inc. Stage	Reading Spine Connection
Early Set 1	Pupils listen to, enjoy and discuss high-quality stories, poems and rhymes read aloud by adults. Exposure focuses on vocabulary, language development and developing a love of stories.
Set 1	Pupils begin to make connections between sounds, words and meaning whilst continuing to access rich texts through story time and shared reading.
Ditties and Red Books	Pupils begin to read simple decodable texts independently whilst discussing characters, events and vocabulary from Reading Spine texts.
Green and Purple Books	Pupils increasingly participate in discussion about stories, make predictions and explore unfamiliar vocabulary encountered through Reading Spine texts.
Pink and Orange Books	Pupils begin to engage with more complex stories, non-fiction texts and themes, developing comprehension and discussion skills.





Read Write Inc. Stage	Reading Spine Connection
Yellow Books	Pupils develop reading stamina and confidence, enabling greater access to Reading Spine texts and wider curriculum reading.
Blue Books	Pupils engage with increasingly ambitious vocabulary, themes and concepts, discussing texts with growing independence and understanding.
Grey Books	Pupils read fluently and are able to access a wider range of age-appropriate Reading Spine texts, drawing upon prior knowledge and developing deeper comprehension.
Master Readers	Pupils access the full breadth of the Storybrook Reading Spine independently, engaging with challenging literature, diverse perspectives and increasingly sophisticated ideas across the curriculum.

### How the Reading Spine Supports Progression

The Storybrook Reading Spine supports pupils to develop:

- reading fluency and stamina
- vocabulary breadth and depth
- comprehension and inference skills
- cultural capital and wider world knowledge
- disciplinary knowledge across curriculum subjects
- empathy, reflection and emotional literacy
- reading confidence and enjoyment
- positive reading identities

### End Point

By the time pupils leave the Read Write Inc. programme, they are able to access the Storybrook Reading Spine with increasing independence, confidence and understanding. They can discuss texts thoughtfully, engage with ambitious vocabulary and ideas, and use





reading as a tool for learning across the curriculum. The Reading Spine therefore acts as the bridge between early reading instruction and lifelong engagement with literature, learning and personal development.

### Adaptive Practice for Pupils with SEMH Needs

Area of Need	Storybrook Adaptation
Emotional Regulation	Access to co-regulation, regulation strategies, movement breaks and emotionally available adults before, during or after learning.
Anxiety and Low Confidence	Consistent routines, predictable lesson structures, pre-teaching, positive reinforcement and opportunities for success.
Attention and Concentration	Short, focused tasks, chunked learning, visual supports, clear modelling and regular opportunities for engagement.
Speech, Language and Communication Needs	Explicit vocabulary teaching, oral rehearsal, structured talk opportunities, visual cues and additional modelling of language.
Processing and Memory Difficulties	Repetition, retrieval practice, overlearning, revisiting previously taught sounds and regular opportunities to practise and apply learning.
Low Reading Confidence	Carefully matched texts, celebration of progress, reading success experiences and supportive adult encouragement.
Sensory and Regulation Needs	Flexible seating, movement opportunities, sensory supports and adaptations to the learning environment where appropriate.
Social Interaction Difficulties	Structured partner work, guided discussion and supported collaborative learning opportunities.
Attendance or Interrupted Learning	Targeted intervention, assessment-informed planning and opportunities to revisit previously taught content to address gaps in learning.

### Building Positive Reading Experiences

Many pupils may arrive at Storybrook with negative perceptions of reading or previous experiences of difficulty and failure. Staff therefore prioritise the development of positive reading identities through:

- nurturing and trusting relationships





- celebrating effort, perseverance and progress
- creating opportunities for success
- providing engaging and motivating reading experiences
- promoting reading for pleasure
- ensuring pupils feel safe to take risks and make mistakes
- building confidence through carefully matched challenge

## Ensuring Inclusion and High Expectations

Adaptive teaching is not intended to lower expectations. Instead, adaptations are designed to remove barriers to learning whilst maintaining ambition for every pupil.

### **All pupils are supported to:**

- access the full phonics curriculum
- make strong progress from their starting points
- develop secure foundational knowledge and skills
- become confident and fluent readers
- access the Storyybrook Reading Spine
- participate successfully across the wider curriculum

### **End Point**

Through carefully planned adaptive practice, pupils develop the confidence, resilience, communication skills and reading behaviours required to engage successfully with learning. By creating safe, supportive and predictable learning environments, Storyybrook ensures that all pupils are able to experience success in reading and develop the knowledge, skills and confidence needed for future learning and lifelong participation.





Storybrook Read, Write Inc Curriculum Progression Map

Word Reading	Comprehension
<p>Read first 16 sounds.  <b>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e</b></p>	<p>Listening comprehension of instructions.</p> <p>Immerse children in topic related/unfamiliar vocabulary.</p>
<p>Recap first 16 sounds Read all Set 1 sounds:  <b>l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</b></p> <p>Blend sounds into words orally</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	
<p>Recap set 1 sounds learnt</p> <p>Read all Set 1 special friends:  <b>th, ch, qu, ng, nk</b></p> <p>Blend sounds to read words.</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>Read short ditties.</p>	
<p>Recap set 1 sounds</p> <p>Read all Set 1 special friends.  <b>th, ch, qu, ng, nk</b></p> <p>Blend sounds to read words.</p>	<p>Retrieval comprehension through verbal guided questioning.</p> <p>Expect children to use given vocabulary in appropriate context.</p>



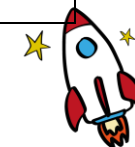


<p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>Read short ditties.</p>	
<p>Recap set 1 sounds (addressing any sound gaps)</p> <p>Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words: <b>put, the, I, no, of, my, for, he</b></p> <p>Read Red story books.</p>	
<p>Children are taught their set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p> <p>To recall previous common exception words and be exposed to new common exception words: <b>your, said, you, be, are</b></p> <p>Read Green story books.</p>	<p>Simple, inference-based comprehension through verbal guided questioning.</p> <p>Verbal, simple predictions. Recall simple definition for given vocabulary.</p>
<p>Children are taught their set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p> <p>Children are taught to blend words containing set 2 sounds</p>	





<p>Children to build speed of reading words containing set 1 sounds, word time 1.6-1.7.</p> <p>Read Purple storybooks.</p>	
<p>Review set 2 sounds, particularly: <b>ar, or, air, ir, ou, oy</b></p> <p>Children build speed of reading words containing these set 2 sounds: <b>ay, ee, igh, ow, oo, oo</b></p> <p>Children are taught set 3 sounds: <b>ea, oi, a-e, i-e, o-e, u-e, e-e</b></p> <p>Read Pink storybooks.</p> <p>Red nonsense words containing set 2 sounds</p>	<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>• To answer questions - verbally. - 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 to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds: <b>ea, oi, a-e, i-e, o-e, u-e, e-e</b></p> <p>Children are taught the rest of the set 3 sounds: <b>ur, er, aw, ow, ai, oa, ew, ire, ear, ure, are</b></p> <p>Read Orange storybooks.</p> <p>Read some set 3 sounds.</p> <p>Read set 2 sounds within nonsense words.</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 - verbally with more independence and in simple written form e.g. multi-choice.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. - retrieval, inference and explain)</p>





<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Begin to read multisyllabic words, including words with suffix endings.</p> <p>Read Yellow storybooks.</p> <p>Read some set 3 sounds speedily: (ea, oi, a-e, i-e, o e, u-e, e-e).</p> <p>Read above sounds in nonsense words.</p>	
<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Read multisyllabic words with increased accuracy and pace</p> <p>Read Blue storybooks.</p> <p>Read all of set 3 sounds speedily</p> <p>Read 70 words per minute.</p>	<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>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Read multisyllabic words accuracy and pace.</p> <p>Read Grey storybooks.</p> <p>Read all of set 3 sounds speedily.</p> <p>Read 80 words per minute.</p> <p>Read multisyllabic words speedily.</p>	<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. (plus prior objectives)</li> </ul>
<p>Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.</p> <p>Read Grey storybooks with increased fluency and comprehension.</p> <p>Read all of set 3 sounds speedily.</p> <p>Read 80/90+ words per minute.</p> <p>Read multi-syllabic words speedily.</p>	





Children should be able to...	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2		Suggested Texts from Book Spine	
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul		
												See Book Spine	
		Read <b>purple</b> story books.  Read all Set 2 sounds.		Read <b>pink</b> story books.  Read first 5 set 3 sounds.		Read <b>orange</b> story books. Read 11 Set 3 sounds.		Read <b>yellow</b> story books.  Read 17 Set 3 sounds.	Read <b>yellow</b> story books.  Read 22 Set 3 sounds.		Read <b>blue</b> story books.  Know all Set 3 sounds.	See Book Spine	
	Fluently read all <b>blue</b> story books.  Read multisyllabic words.  Start <b>grey</b> story books.		Read multisyllabic words.  Fluently read all of the <b>grey</b> story books.  Start Master Readers transition unit (4 weeks)		Master Readers Unit:  Esio Trot		Master Readers Unit:  The Magic Finger		Master Readers Unit:  Dirty Bertie		Master Readers Unit:  The Hodgeheg		See Book Spine

Date Last Reviewed: 28.05.2026 | Scheduled Review Date: 28.05.2027 | Review By: R. Tetchner

& R. Burbridge





You must the phonics progression document alongside the NFER scores. Fluency, expression and comprehension are all part of the national curriculum and your final judgement. If you have any queries about where to assess any children please liaise with the Senior Leadership Team at Storyybrook.

### End of Year Assessment Guidance KS1

Where should a child be at the end of the year...	B	B+	W	W+	S	S+
Reception	Read first 16 sounds	Read all Set 1 sounds  Blending orally.	Reading ditties.	Fluent in ditty, still in red group.	Fluent in red, still in green group.	Fluent in green, in purple group.
Year 1	Scoring below 9 in NFER paper.  Fluent in purple, still in pink group.	Scoring between 9-13.  Fluent in pink, still in orange.	Scoring between 14-18.  Fluent in orange, still in yellow.	Scoring between 19-23.  Fluent in yellow, still in blue.	Scoring between 24-29.  Fluent in blue still in grey.	Scoring above 30.  Fluent in grey, ready for Master Readers.
Year 2	Fluent in blue, still in grey group.  Scoring below 7	Fluent in grey, ready for Master Readers.  Scoring between 7-11.	In Master Reader group.  Range of evidence from in class	In Master Reader group.  Range of evidence from in class	In Master Reader group.  Range of evidence from in class	In Master Reader group.  Range of evidence from in class





	in NFER paper.		participation and book work. Scoring between 12-16.	participation and book work. Scoring between 17-21.	participation and book work. Scoring between 22-27.	participation and book work. Scoring above 28.
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**How Leaders Know Pupils Remember More**

Monitoring Activity	Evidence of Retention
Read Write Inc. assessments	Secure recall and application of previously taught sounds and graphemes
Retrieval activities	Recall of prior phonics knowledge and common exception words
Reading fluency reviews	Increasing automaticity, accuracy and prosody
Work scrutiny	Application of phonics knowledge in spelling and writing
Pupil voice	Ability to explain learning and reading strategies
Lesson visits	Secure use of taught sounds and routines
Intervention reviews	Retention of learning following additional support
Phonics Screening outcomes	Demonstration of secure decoding knowledge
Reading observations	Transfer of phonics knowledge into independent reading
Progression through RWI groups	Sustained knowledge acquisition over time

