

## WMS Reading Continuum – One-Page Visual Summary

	<b><u>Description</u></b>
Pre-Intentional / Pre-Verbal	Exploring sensory stimuli and beginning to respond to sounds, movement, and early cause-and-effect experiences.
Early Intentional Communication	Showing purposeful attention to pictures and sounds while developing early vocabulary and print awareness.
Emergent Reader (Pre-Blender)	Recognising some letter sounds and high-frequency words but not yet blending to decode whole words.
Early Blending Reader	Blending and segmenting simple CVC words to decode short decodable texts with growing independence.
Developing Fluent Reader	Reading short passages with improving fluency and beginning to answer basic comprehension questions.
Comprehends with Access Needs	Understanding texts well but requiring technology or additional support to decode or access print effectively.
Functional Reader	Reading fluently and applying reading skills to real-life tasks, even if inference or abstract texts remain challenging.

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<b>Pre-Intentional/ Pre-Verbal</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	- No symbolic communication - Responds to sensory stimuli - Early cause-effect awareness	<ul style="list-style-type: none"> <li>• Pre-Phase 1 activities</li> <li>• Exposure to Phase 1 Phonics activities</li> </ul>	- Sensory stories - Sound buttons - Objects of reference - Intensive Interaction	- Engagement model - Observational tracking on Evidence for Learning	N/A (not yet at reading stage)
<b>Early Intentional Communication</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	- Attends to sounds/pictures - Early awareness of print - Beginning Phase 1 phonics - Developing vocabulary and word recognition	<ul style="list-style-type: none"> <li>• Phase 1 Phonics</li> <li>• See and Learn vocabulary &amp; sight word activities</li> </ul>	- Environmental sound games - Picture/symbol books - Phase 1 resources - See and Learn program	- Phase 1 phonics tag - Observational tracking on Evidence for Learning - 1 Piece of evidence per week on EfL	N/A – building readiness for phonics
<b>Emergent Reader (Pre-Blender)</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	- Recognises some letter sounds - Cannot yet blend - Strong visual memory may	<ul style="list-style-type: none"> <li>• Rapid Phonics (Entry Level)</li> <li>• See and Learn for early sight word reading</li> </ul>	- Rapid Phonics resources - Rapid Phonics readers -Active Learn with support (Rapid	- Rapid Phonics placement test at the beginning of Autumn and Spring terms.	Reading Age: <6.0 → Place on Rapid Phonics

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	support sight word reading	<ul style="list-style-type: none"> <li>Precision teaching to teach <i>first 100 High Frequency Words</i></li> </ul>	Phonics Ebooks- where appropriate) <ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Letter/sound games</li> <li>- See and Learn materials</li> </ul>		
<b>Early Blending Reader</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	<ul style="list-style-type: none"> <li>- Can blend and segment CVC words</li> <li>- Begins to decode short decodable texts</li> <li>- Some learners may benefit from continued visual support</li> </ul>	<ul style="list-style-type: none"> <li>Rapid Phonics</li> <li>Rapid Phonics 1:1 reading with decodables</li> <li>Guided reading (decodable focus)</li> <li>Optional: See and Learn for specific learners</li> <li>Precision teaching to teach <i>next 200 High Frequency Words</i></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>- Rapid Phonics resources</li> <li>- Flashcards</li> <li>- Rapid Phonics readers</li> <li>-Active Learn with support (Rapid Phonics Ebooks)</li> <li>- PhonicsPlay or similar</li> <li>- Sound/word matching games</li> <li>- See and Learn materials (optional)</li> </ul>	<ul style="list-style-type: none"> <li>- Rapid Phonics placement test at the beginning of Autumn and Spring terms.</li> </ul>	Reading Age: 6.0–7.0 → Continue with Rapid Phonics
<b>Developing Fluent Reader</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	<ul style="list-style-type: none"> <li>- Reads short passages with fluency</li> <li>- Begins to answer comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Rapid Reading</li> <li>Guided Reading with comprehension tasks/ questions</li> </ul>	<ul style="list-style-type: none"> <li>- Rapid Reading books</li> <li>-Active Learn Rapid Reading Ebooks</li> <li>- Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Salford Reading Test</li> <li>- Reading records</li> </ul>	Reading Age: 7.0–9.5 → Place on Rapid Reading (appropriate stage)

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	questions - Vocabulary developing		questions (AI) - Vocabulary games		
<b>Strong comprehension with Access Needs</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	- Older pupils (KS3/KS4) - Strong comprehension - Weak decoding/blending - May use technology to access text	<ul style="list-style-type: none"> <li>ICT-supported reading Reader pens / Text-to-speech tools</li> <li>Guided reading with support</li> </ul>	- Reader pens - iPads/tablets - Immersive Reader - Audio books	- Functional reading tasks - Observations on Evidence for Learning - EHCP outcomes	Variable → Base intervention on comprehension, not decoding
<b>Functional Reader</b>	<b>Learner Characteristics</b>	<b>Reading Intervention</b>	<b>Resources</b>	<b>Assessment Tools</b>	<b>Reading Age Guidance</b>
	- Reads fluently - Applies reading in life contexts - May struggle with inference or abstract texts	<ul style="list-style-type: none"> <li>Functional Literacy</li> <li>Topic-based or interest-led reading</li> </ul>	- Timetables, menus, forms - News articles - Instructions	- Functional literacy tasks - SALFORD (for baseline) - Comprehension tasks	Reading Age: 9.5+ → Continue with age-appropriate texts

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### Phase 1 ASPECTS:

<b>1. Environmental Sounds</b>	Guesses and imitates animal sounds.
	Explores natural sounds e.g. leaves rustling.
	Makes sounds with different natural resources.
	Explores man-made sounds e.g. people, cars.
	Identifies man-made sounds.
	Explores different everyday objects and their sounds.
	Explores loud and quiet objects.
	Distinguishes between loud and quiet sounds.
	Sings/ talks at different volumes.
	Makes noises on different surfaces using hands or drumsticks.
	Uses sounds in play
	Puts sounds into stories, with support.
<b>2. Instrumental Sounds</b>	Explores different sounds using the same instrument.
	Identifies different musical instruments.
	Manipulates the sound to make different noises.
	Reproduces loud and quiet sounds with an instrument.
	Starts and stops playing an instrument at the signal.
	Chooses instruments to complement/ imitate animal sounds.
	Plays instruments along with a story/ song.
<b>3. Body Percussion</b>	Copies a body sound such as a clap or stomp.
	Identifies a body sound.
	Joins in with action songs.
	Explores fast/ slow body percussions.
	Uses body percussions along with instrumental sounds.
	Uses body percussion to act out a narrative e.g. snoring and sleeping.
	Joins in with repetitive story/ song refrains.

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<b>4. Rhythm and Rhyme</b>	Sings songs and rhymes from memory
	Moves in time with a beat.
	Completes a familiar rhyme.
	Matches rhyming items.
	Claps out syllables in simple words. (2 or 3 syllables)
<b>5. Alliteration</b>	Matches two items that have the same initial sound.
	Copies exaggerated sounds such as ssssssss.
	Finds a person/ object when given an initial sound. 'I- Spy'.
	Copies simple alliteration.
	Practises correct mouth movements for simple sounds
	Uses sounds in play.
<b>6. Voice Sounds</b>	Explores mouth movements such as blowing, sucking and wiggling their tongue.
	Uses their voice to make everyday and animal noises.
	Describes a sound e.g loud or quiet.
	Listens to phoneme segmentation e.g. c-a-t
	Experiments with their voice sounds such as shouting, whispering and squeaking.
	Experiments with different animal sounds.
	Copies sound talk e.g p-i-n.
<b>7. Oral Blending and Segmenting</b>	Identifies items by blending e.g. p-i-g... pig!
	Speaks in sound talk e.g. t-a-n.
	Counts or claps out phoneme sounds in CVC words.
	Identifies phonemes in a given CVC word.

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**RAPID READING placement**

<b>Reading Age (from Salford RT)</b>	<b>Stage</b>	<b>Colour</b>
5yr 0m – 5yr 3m	Starter 1	Red
5yr 3m- 5yr 6m	Starter 2	Yellow
5yr6m- 5yr 11m	Stage 1	Dark Blue
6y 0m – 6yr 5m	Stage 2	Lime Green
6yr 6m- 6yr 11m	Stage 3	Orange
7yr 0m – 7yr 5m	Stage 4	Pale Blue
7yr 6m – 7yr 11m	Stage 5	Purple
8yr 0m – 8yr 5m	Stage 6	Gold
8yr 6m – 8yr 11m	Stage 7	White
9yr 0m- 9yr 5m	Stage 8	Pale Green
9yr 6m – 9yr 11 m	Stage 9	Brown

# First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

## Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

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