

Phonics—Read, Write Inc EYFS AND KS1 Progression of Skills

Our phonics sessions are taught four times a week, for 45 minutes. This document sets out the expected reading progression within Read write Inc lessons. The objectives are set out as if children are achieving **as expected** throughout the year. Assessments indicate when children have gaps and which children are not on track. Interventions are then put in place with keeping those children in line with expectations—‘keep up, not catch up’.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Children are taught their Set 1 Sounds in a whole class setting, with interventions where required:</p> <p><i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk</i></p> <p>Children begin to blend these orally and start to read them in simple CVC words.</p> <p>Word time 1.1 –1.4</p>	<p>Children recap their Set 1 Sounds in a whole class setting, with interventions where required:</p> <p><i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk</i></p> <p>Children blend these sounds orally and read and write simple CVC words.</p> <p>Word time 1.1 –1.4</p>	<p>In this term children split into groups relevant to their attainment.</p> <p>Children review and practice their Set 1 sounds, especially special friends <i>sh, th, ch, qu, ng, nk</i></p> <p>They practice secure blending of words with special friends.</p> <p>Word time 1.6 and photocopy master ditties 1–10</p>	<p>Children continue to be split into smaller groups relevant to attainment.</p> <p>Recap and address any Set 1 sound gaps. Focus on secure blending of words containing all Set 1 sounds. Also blend words containing 4/5 sounds and consonant blends.</p> <p>Word time 1.6 +1.7, Red ditty books and photocopy masters.</p>	<p>Children continue to be split into smaller groups relevant to attainment.</p> <p>Children begin learning Set 2 sounds:</p> <p><i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>They practice reading these sounds in real and alien words.</p> <p>They also continue to review Set 1 sounds and words.</p> <p>Red or green storybooks</p>	<p>Children continue to be split into smaller groups.</p> <p>Children continue learning and reviewing Set 2 sounds:</p> <p><i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>They practice reading these sounds in real and alien words and improve fluency.</p> <p>They continue reviewing set 1 sounds.</p> <p>Green or purple story books</p>

By the end of each half term, children should be able to:

<ul style="list-style-type: none"> • Read most Set 1 single letter sounds • Begin blending CVC words orally 	<ul style="list-style-type: none"> • Read all single letter sounds and some special friends speedily • Blend written sounds into words (word time 1.1-1.5) 	<ul style="list-style-type: none"> • Read all Set 1 sounds speedily, including special friends. • Read word time 1.6 words with Fred talk and 3 sound nonsense words 	<ul style="list-style-type: none"> • Read all Set 1 sounds speedily, including special friends. • Read word time 1.6 and 1.7 (4 and 5 sounds) and 3 or 4 sound nonsense words. 	<ul style="list-style-type: none"> • Read some set 2 sounds and use them in word Time 1.6-1.7 (4 and 5 sounds) • Read 3 and 4 sounds nonsense words with Fred Talk • Read green storybooks 	<ul style="list-style-type: none"> • Read first 6 Set 2 sounds speedily and read them in green and nonsense words • Read green or purple storybooks
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Children revisit their Set 2 sounds:</p> <p>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>They practice reading and writing these sounds in real and alien words.</p> <p>They build fluency and review Set 1 sounds and words.</p> <p>Green or Purple storybooks</p>	<p>Children practice reading their Set 2 sounds speedily, and fill any gaps in these. They practice reading writing these sounds in real and alien words.</p> <p>Children then begin learning Set 3 sounds.</p> <p>Purple storybooks</p>	<p>Any remaining gaps in Set 2 sounds are filled. Children then continue learning Set 3 sounds:</p> <p>ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious</p> <p>They develop their confidence reading Set 2 words speedily and decode words using new Set 3 sounds.</p> <p>Pink storybooks</p>	<p>Children learn to read their set 3 sounds:</p> <p>ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious</p> <p>They will decode corresponding green words.</p> <p>They will continue to review Set 1 and Set 2 words.</p> <p>Orange storybooks</p>	<p>Children will continue to learn their Set 3 sounds and corresponding phonics green words. They will continue to review Set 1 and Set 2 words.</p> <p>Yellow storybooks</p>	<p>Children will learn/review Set 3 sounds and corresponding green words. They will review Set 1, 2 and 3 phonics green words.</p> <p>They will practice writing and spelling words using the correct grapheme choices.</p> <p>Yellow or blue storybooks</p>
By the end of each half term, children should be able to:						
<ul style="list-style-type: none"> • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6 and 1.7 speedily. 	<ul style="list-style-type: none"> • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6 and 1.7 speedily. 	<ul style="list-style-type: none"> • Read the last six Set 2 Sounds (ar, or, air, ir, ou, oy) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6 -1.7 and first six Set 2 Sounds in Phonics Green Words speedily. 	<ul style="list-style-type: none"> • Read Set 2 Sounds in nonsense words with Fred Talk • Read Word Time 1.6 -1.7 and Set 2 Phonics Green Words speedily. 	<ul style="list-style-type: none"> • Read first five Set 3 Sounds (a-e, ea, i-e, o-e, ue) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read a passage at 60-70 words per minute, attempting intonation 	<ul style="list-style-type: none"> • Read all Set 3 Sounds speedily • Read Set 3 Sounds in nonsense words with Fred Talk • Read a passage at 70-80 words per minute, attempting intonation. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Children will learn/review Set 3 sounds and corresponding green words. They will review Set 1, 2 and 3 phonics green words.</p> <p>They will practice writing and spelling words using the correct grapheme choices.</p> <p><i>Blue storybooks</i></p> <p>They will practice spelling using Fred Fingers, support correct grapheme choices.</p>	<p>Children will review Set 3 sounds and corresponding green words. They will review Set 1, 2 and 3 phonics green words.</p> <p>They will practice writing and spelling words using the correct grapheme choices.</p> <p><i>Blue or Grey storybooks</i></p> <p>They will practice spelling using Fred Fingers, support correct grapheme choices.</p>				

By the end of each half term, children should be able to:

<ul style="list-style-type: none"> • Read all Set 3 Sounds speedily • Read Set 3 Sounds in nonsense words with Fred Talk • Read a passage at 70-80 words per minute, attempting to use expression. 	<ul style="list-style-type: none"> • Read all Set 3 Sounds in nonsense words with Fred Talk • Read multisyllabic Phonics Green Words speedily • Read a passage at 80 -90+ words per minute with expression that shows comprehension. 				
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