



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**’.

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|--|--|--|--|---|
| | <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 story-books | <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 |

| 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. 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 Set2 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 2Phonics 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. |

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 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>Blue storybooks</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 re-view Set 1, 2 and 3 phonics green words.</p> <p>They will practice writing and spelling words using the correct grapheme choices.</p> <p>Blue or Grey storybooks</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. | | | | |