



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reception Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.5)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	
	By the end of each half-term children should be able to:						
	Read all single letter set 1 sounds	Read all set 1 sounds. - Blend sounds into words orally	Blend sounds to read words - Read short ditty stories.	- Read Red storybooks	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds	
Year 1 Word Reading – Read, Write, Inc.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7 .	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, ee). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	
	By the end of each half-term children should be able to:						
	- Read Purple storybooks.	Read Pink storybooks.	- Read Orange storybooks.	Read Yellow storybooks.	- Read Yellow storybooks. - Read all of set 3 sounds.	- Read Blue storybooks. - Read all of set 3	



	- Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e). - Read above sounds in nonsense words.	- Read 60/70 words per minute.	sounds speedily. - Read 70 words per minute.
<p>Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.</p>						
Year 2 Word Reading – Read, Write, Inc. (Until end of Spring 1)	Children to read Words containing set 1, 2 and 3 sounds speedily. Read multisyllabic Words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. Children on track for expected will complete the programme at the end of Spring 1.	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.		
	<p>By the end of each half- Read words containing common suffixes. term children should be able to:</p>					
	- Read Blue storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute.	Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multisyllabic words speedily.	Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily.	Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words		
<p>Throughout year 2 children are expected to: - Choose books to read for their own pleasure - Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book) - Answer a range of questions based on VIPERS – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.</p>						