† 7115

St James' First School

Phonics

Read, Write, Inc. Whole School Progression



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



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	- Read the first six set 2 sounds	- Read all set 2 sounds	- Read some set 3 sounds.	- Read some set 3 sounds speedily:	- Read 60/70 words	sounds speedily.				
	speedily (ay, ee, igh, ow, oo, oo)	speedily.	- Read set 2 sounds within	(ea, oi, a-e, i-e,oe, u-e, e-e).	per minute.	- Read 70 words per				
		- Read nonsense words	nonsense words.	- Read above sounds in nonsense		minute.				
		containing set 2 sounds.		words.						
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 e							
g 1)	Children to read	Recap any missing sound	Read all words	Children are encouraged to read a range of text types (fiction, non-fiction,						
	Words containing set 1, 2 and 3	gaps and build	including nonsense	poetry, rhymes).						
	sounds speedily.	fluency when reading	and multisyllabic	Daily opportunities for children to build pace and fluency of reading.						
	Read multisyllabic	stories.	words that include set	Learn how and when to use expression in reading.						
orin	Words accuracy	Read multisyllabic	1,2,3 sounds speedily	Children to read multisyllabic words and words with suffix endings.						
f Sp	and pace.	words accuracy	and accurately.	Children to read topic related vocabulary.						
ор		and pace.	Children on track for expected will	Children to read year 2 common exception words.						
en			complete the programme at the							
ntil			end of Spring 1.							
U).	By the end of each half- Read words containing common suffixes. term children should be able to:									
Year 2 Word Reading – Read, Write, Inc. (Until end of Spring	- Read Blue storybooks with	Read Grey storybooks.	Read Grey storybooks with	Read with pace and fluency.						
	increased	- Read all of set 3	increased fluency and	- Begin to use expression as appropriate.						
	fluency and comprehension.	sounds speedily.	comprehension.	- Read at a pace of 90 words per minute.						
	- Read all of set	- Read 80 words per	- Read all of set 3	- Read multisyllabic words with little or no hesitation.						
	3 sounds speedily.	minute.	sounds speedily.	- Read year 2 common exception words						
	- Read 70/80 words per minute.	- Read multisyllabic words	- Read 80/90+ words per minute.							
		speedily.	- Read multi-syllabic							
eac			words speedily.							
d R			Throughout year 2 c	hildren are expected to:						
Vor			- Choose books to rea	ad for their own pleasure						
5	- 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.									