



Long Term Progression in Phonics teaching using Read Write Inc and RWI Comprehension

Nursery (F1)

	Progression in sounds	Expectations for teaching (session length, frequency, grouping)
Autumn	Early pre phonics skills will be taught (rhyme, alliteration)	Once children are inducted and baseline completed, daily pre phonics session in ability groups of 15-20 minutes in length to begin no later than week 5.
Spring	Early pre phonics skills will be taught (rhyme, alliteration)	Daily pre phonics session in ability groups of 15-20 minutes in length.
Summer	Introduce the RWI set 1 picture cards focusing on the picture for single sounds only	Daily phonics session in ability groups of 15-20 minutes in length following the Nursery RWI teaching sequence

Reception

	Progression in sounds using RWI programme	Expected RWI reading book level	Expectations for teaching (session length, frequency, grouping)	Book focus skills
Autumn	Set 1 + blending Teach/review set 1 sounds	Ditty	Autumn first 4 weeks set 1 sounds and oral blending - mixed ability groups with an adult. Autumn after initial assessment -ability groups with an adult. Daily speed sound lesson of 10 minutes followed by the word time / reading element of the session (20 minutes) using RWI teaching sequence.	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh, ch, th, qu, ng, nk, qu. In addition, the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty they have read. (Hold a sentence)
Spring	Review set 1 sounds	Red	Daily speed sound lesson of 10 minutes followed by the reading element of the session (20	The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to

	Teach set 2 sounds ay, ee, igh, ow, oo, oo, Set 1 + blending		minutes) using RWI teaching sequence. Children are in ability groups following each 6 weekly assessments.	read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books. In Reception the lesson follows the format for the previous Ditty Group because the lesson is shorter.
Summer	Review set 1 sounds Review set 2 sounds ay, ee, igh, ow, oo, oo Teach set 2 sounds ar, or, air, ir, ou, oy	Green and purple	Daily speed sound lesson of 10 minutes followed by the reading element of the session (20 minutes) using RWI teaching sequence. Children are in ability groups following each 6 weekly assessment.	Green - The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. Purple - The children are able to read most words speedily. Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.

*Please note, that RWI assesses and groups children based on their ability. This is the expected level at the very least for reception children. Some children may be further along the programme.

Year 1

	Progression in sounds using RWI programme	Expected RWI reading book level	Expectations for teaching (session length, frequency, grouping)	Book focus skills
Autumn	Review set 1 and 2 sounds and teach set 3 sounds	Pink and Orange	Daily speed sound lesson of 10 minutes followed by the word time / reading element of the session (20 minutes) using RWI teaching sequence.	Pink - The children are able to read ay, ee, igh, ow, oo, oo, speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk). The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group. Orange- The children are able to read ar, or, air, ir, ou, oy, speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk). Lessons continue to review Set 1 and 2 sounds. Set 3

				sounds are now taught, the focus is on reading at this stage. (ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious).
Spring	Review set 1 and 2 sounds and teach set 3 sounds	Yellow	Daily speed sound lesson of 10 minutes followed by the reading element of the session (20 minutes) using RWI teaching sequence. Children are in ability groups following each 6 weekly assessments.	The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk). The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson extends to five days. In addition to the previous activities, (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words, culminating in a Spell Check and Spell Test at the end of the week.
Summer	Review set 2 sounds and teach set 3 sounds	Blue books	Daily speed sound lesson of 10 minutes followed by the reading element of the session (20 minutes) using RWI teaching sequence. Children are in ability groups following each 6 weekly assessment.	The children are able to read a-e, ea, i-e, o-e, u-e, oi, speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute. The Speed Sound Lesson reviews Set 2 and 3 Sounds. The Story Book Lesson follows the format and activities detailed for the Yellow Group.

*Please note, that RWI assesses and groups children based on their ability. This is the expected level at the very least for reception children. Some children may be further along the programme.

Year 2

	Progression in sounds using RWI programme	Expected RWI reading book level	Expectations for teaching (session length, frequency, grouping)	Book focus skills
Autumn	Set 2 and 3 sounds	Blue and Grey	Daily speed sound lesson of 10 minutes followed by the word time / reading element of the session (20 minutes) using RWI teaching sequence.	Blue - see above Grey - The children are able to read ai, oa, ew, oi, ire, ear, er, aw, ow, ure, are, ur, speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute. The Story Book Lesson follows the format and activities detailed for the Yellow Group.

Spring	Set 2 and 3 sounds	Grey Complete Programme	Daily speed sound lesson of 10 minutes followed by the reading element of the session (20 minutes) using RWI teaching sequence. Children are in ability groups following each 6 weekly assessments.	Grey - The children are able to read ai, oa, ew, oi, ire, ear, er, aw, ow, ure, are, ur, speedily and alien words containing these and other Set 3 Sounds. They can read a text at 80+ words per minute. The Story Book Lesson follows the format and activities detailed for the Yellow Group.
Summer	<p>Completed programme The children are able to read most alien words and all words (Set 2/3 multi-syllabic) speedily (no Fred Talk). They can read a text at 100+ words per minute. Move onto RWI Comprehension - continuing to develop children's fluency in reading as well as developing comprehension skills.</p> <p>Year 1 and Year 2 from Spring Term 1 to have a stand alone whole year guided reading session with teacher/ta. Supporting fluency and comprehension, using VIPERS to support this- Vocabulary, Inference, Prediction, Explanations, Retrieval and Sequencing and key questions linked to each area to further develop a well-rounded reader.</p>			

*Please note, that RWI assesses and groups children based on their ability. This is the expected level at the very least for Y2 children. Some children may be further along the programme

Phonics Assessment Expectations

Nursery:

- Autumn and Spring term - Formative assessment will be used to ensure progress and half termly summative assessments will re assess groupings for pre phonics skills. Please note that this is the expected level at the very least. Some children may be working at a higher level, depending on formative assessments.
- Summer term - Formative assessment will be used to ensure progress and half termly summative assessments will re-assess groupings for RWI phonics teaching.

Reception:

- After an initial 4 weeks of speed sounds, children will be assessed by the class teacher and grouped accordingly into ability groups of no more than 20 by the reading leader and EYFS leader.
- Assessment will then take place 6 weekly where children will be assessed by the class teacher and grouped accordingly into ability groups of no more than 20 by the reading leader/EYFS leader.
- Progress grids will be completed each assessment cycle and analysed by the leaders alongside the teachers to identify intervention needed and 1:1 or small group fast track tutoring.

Intervention

- TA's will deliver daily interventions using the fast track tutoring programme, which will take place through phonics game and following the one to one tutoring guide, for identified children for specific sounds and blending skills.
- 1-1 intervention will take place for identified children at regular times throughout the week delivered by TAs who have received their 1-1 session training via the reading leader.
- Interventions are evaluated as they are delivered and reviewed with the assessment data 6 weekly by the reading leader and EYFS leader.

At a Glance Expectations

Reception (end of term)

	Sounds Taught (3 new sounds a week, two days consolidation)	Books
Autumn 1	Teach Set 1 sounds m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h	
Autumn 2	sh, ch, th, qu, ng, nk, qu	Ditty's
Spring 1	Review set 1 sounds Teach set 2 sounds - ay, ee, igh, ow, oo, oo,	
Summer 2	Review set 1 sounds Review set 2 sounds - ay, ee, igh, ow, oo, oo,	Red Books
Summer 1	Review set 1 and set 2 sounds taught so far Teach set 2 sounds ar, or, air, ir, ou, oy	
Summer 2	Consolidation of all set 1 and set 2 sounds	Green/Purple

Year 1 (end of term)

Year 1 children have a whole class guided reading session once a week focusing on fluency and comprehension skills using the reading VIPERS

	Sounds Taught (3 new sounds a week, two days consolidation)	Books
Autumn 1	Review set 1 and 2 sounds - first week Teach set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	
Autumn 2	Review set 3 sounds taught in Autumn 1	Pink and Orange
Spring 1	Review set 1, 2 and 3 sounds (assessment dependent) - multisyllabic words	
Spring 2	Review set 1, 2 and 3 sounds (assessment dependent) - multisyllabic words	Yellow
Summer 1	Review set 1, 2 and 3 sounds (assessment dependent) - multisyllabic words and focus on book sound	

Summer 2	Review set 1, 2 and 3 sounds (assessment dependent) - multisyllabic words and focus on book sound	Blue/Grey books
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Year 2 (end of term)

Year 2 children have a whole class guided reading session once a week focusing on fluency and comprehension skills using the reading VIPERS.

	Sounds Taught (3 new sounds a week, two days consolidation)	Books
Autumn	Review set 2 and 3 sounds - (assessment dependent) - multisyllabic words and focus on book sound	Blue/Grey
Spring	Off the program	RWI comprehension and gold books
Summer	Off the program	RWI Comprehension and gold books