**Read Write Inc Teaching Progression**

If children are progressing at expected levels, they will learn the following:

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|  | **Reception** | **Year 1** | **Year 2** |
| **Autumn 1** | **• 1A teaching group**  **• Teach first 16 Set 1 sounds:**  **m a s d t i n p g o c k u b f e**  **• Learn to blend (Word Time 1.1-1.3)**  **• Teach to spell using Fred Fingers** | **• Recap Set 2 sounds and marching Phonics Green Words, including longer words**  **• Build up speed of reading words containing Set 1 sounds.**  **• Read nonsense words**  **• Spell using Fred Fingers**  **• Once secure, read Set 3 sounds and matching Phonics Green Words.** | **• Continue to teach Set 3 sounds and matching Phonic Green Words – teach from sound gaps.**  **• Teach reading of multisyllabic words containing all sounds**  **• Build speed of reading words containing Set 3 sounds**  **Read nonsense words**  **• Spell using Fred Fingers – set 2 & 3 words** |
| **Autumn 2** | **• 1B / 1C teaching group**  **• Recap any single letter alphabet gaps from the sounds above**  **• Teach next 9 Set 1 single letter sounds:**  **l h r j v w x y z**  **• Teach children to blend using single letter alphabet sounds (Word Times 1.1 - 1.5)**  **• Teach to spell using Fred Fingers** | **• Read all Set 2 sounds and matching Phonic Green Words, including longer words.**  **• Review Set 1 and 2 Phonic Green Words**  **• Read nonsense words**  **• Spell using Fred Fingers – focus on Set 2 words.**  **• Once secure, read Set 3 sounds and matching Phonics Green Words.** | **• Recap any missing sound gaps and build fluency when reading stories.**  **Read nonsense words**  **• Spell using Fred Fingers – set 2 & 3 words** |
| **Spring 1** | **• 1C / Ditty teaching group**  **• Read Set 1 single-letter sounds speedily**  **• Teach Set 1 Special Friends:**  **sh th ch qu ng nk**  **• Secure blending of cvc words using single letter alphabet sounds (Word Times 1.1 - 1.5)**  **• Read words with Special Friends (Word Time 1.6)**  **• Teach to read 3 sound nonsense words**  **• Read short Ditty stories**  **• Teach to spell using Fred Fingers** | **• Teach Set 3 sounds and matching Phonic Green Words, including longer words.**  **• Review Set 1 and Set 2 Phonics Green Words.**  **• Read nonsense words**  **• Spell using Fred Fingers – focus on Set 2 words** | **• Read Set 1, 2 & 3 sounds and matched Phonics Green Words, including longer words, speedily**  **• Read unfamiliar multi-syllabic words**  **• Read nonsense words**  **• Spell using Fred Fingers, multi-syllabic and Set 2 & 3 words.**  **Children can read stories and passages at a pace of 80-90+ words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.** |
| **Spring 2** | **• Recap Set 1 Special Friends sounds speedily- sh th ch qu ng nk**  **• Secure blending of words containing these sounds (Word Time 1.1 - 1.6)**  **• Read 4 and 5 sound words (Word Time 1.7)**  **• Read 3/4 sound nonsense words**  **• Spell using Fred Fingers** | **• Teach Set 3 sounds and matching Phonic Green Words, including longer words.**  **• Review Set 1, 2 and 3 Phonic Green Words.**  **• Read nonsense words**  **• Spell using Fred Fingers – Set 2 & 3 words** |
| **Summer 1** | **• Recap Set 1 sound gaps**  **• Teach additional sounds:**  **ll, ss, ff, ck**  **• Read Set 2 sounds and marching Phonics Green Words, including longer words**  **• Review Set 1 Phonics Green Words and build up speed.**  **• Read nonsense words**  **• Spell using Fred Fingers** | **• Continue to teach Set 3 sounds and matching Phonic Green Words – teach any sound gaps**  **• Teach reading of words containing these Set 3 sounds**  **• Build speed of reading words containing all Set 1, 2 and Set 3 sounds using Phonic Green Words.**  **• Read nonsense words**  **• Spell using Fred Fingers – Set 2 & 3 words** | **Children are off the RWI Phonics Programme.**  **Access RWI Spelling programme.** |
| **Summer 2** | **• Read Set 2 sounds and marching Phonics Green Words, including longer words**  **• Review Set 1 Phonic Green Words speedily.**  **• Read nonsense words**  **• Spell using Fred Fingers**  **• Once secure, read Set 3 sounds and matching Phonics Green Words.** | **• Continue to teach Set 3 sounds and matching Phonic Green Words– teach any sound gaps.**  **• Review Set 1, 2 and 3 Phonic Green Words.- building speed.**  **• Read nonsense words**  **• Spell using Fred Fingers – Set 2 & 3 words** |
| **End of year expectations** | **Children can read all Set 1 and Set 2 sounds in words, and are starting to learn Set 3, if secure in Set 1 & 2, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.** | **Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They care building speed with reading Set 3 sounds in words. They can read at a pace of 60 words per minute.** |

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| **Set 1** | **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**  **ll zz ss ck ff** |
| **Set 2** | **ay ee igh ow oo *oo* ar or air ir ou oy** |
| **Set 3** | **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**  **tious cious tion sion e ue ie au e-e kn wh ph** |