

RWI Progression Document

We teach phonics daily across the EYFS and KS1 (after initial baseline assessments are complete in the Autumn Term in the EYFS). This document sets out the expected reading progression within Read, Write, Inc lessons. These 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 the aim to keep that child in line with expectations.

Expectations of progress:

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

	Nursery	Reception	Year 1	Year 2
Autumn 1	<ul style="list-style-type: none"> Nursery rhymes and story time. The main focus in nursery is to read stories and rhymes to children to develop their language. Children will play a variety of listening games. Role Play stories 	<ul style="list-style-type: none"> Teach Set 1 sounds m a s d t l n p g o c k u b f e l s h r j v w x y z th ch q u n g nk, ll, ss, ck, zz, ff 	<ul style="list-style-type: none"> Review set 2: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing set 2 sounds Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7 	<ul style="list-style-type: none"> Continue to teach set 3 sounds Teach reading of multisyllabic words containing all sounds with accuracy and pace. Build speed of reading words containing set 3 sounds.

Autumn 2		<ul style="list-style-type: none"> Recap single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> Review all set 2 sounds Read multisyllabic words Read multisyllabic words with increased accuracy. 	<ul style="list-style-type: none"> Recap any missing sound gaps and build fluency when reading stories Read multisyllabic words with accuracy and pace. Children should complete the programme at end of Autumn 2. <p>Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
Spring 1	<ul style="list-style-type: none"> Nursery rhymes and story time. The main focus in nursery is to read stories and rhymes to children to develop their language. Children will play a variety of listening games. Role Play stories <p>Before starting to teach Set 1 sounds: 1. Practise using 'pure sounds'.</p> <ul style="list-style-type: none"> Use Fred Talk to teach oral blending. Teach children to name the pictures 	<ul style="list-style-type: none"> Recap set 1 special friends and any single letter sounds that need reviewing: <p>th sh ch qu ng nk</p> <ul style="list-style-type: none"> Begin to teach set 2. <p>ay ee igh ow oo o oar or air ir ou oy</p> <ul style="list-style-type: none"> Secure blending of CVC words using single letter alphabet sounds (word time 1.1-1.6) 	<ul style="list-style-type: none"> Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e Recap set 2 sounds. Particularly: or ar ir air ou oy Teach reading of words containing set 2 sounds Build speed of reading words containing ay ee igh ow oo oo Read multisyllabic words with increased accuracy. 	
Spring 2		<ul style="list-style-type: none"> Continue to teach set 2: <p>ay ee igh ow oo o oar or air ir ou oy</p> <ul style="list-style-type: none"> Recap set 1 special friends and any single letter sounds that need reviewing: <p>th sh ch qu ng nk</p> <ul style="list-style-type: none"> Secure blending of words containing these sounds (word time 1.4-1.7) 	<ul style="list-style-type: none"> Teach set 3 sounds Teach reading of words containing set 3 sounds Build speed of reading words containing all set 2 sounds. Read multisyllabic words with increased accuracy. 	
Summer 1	<ul style="list-style-type: none"> Teach Set 1 sounds <p>m a s d t l n p g o c k u b f e l s h r j v w x y z</p>	<ul style="list-style-type: none"> Recap set 2: <p>ay ee igh ow oo o oar or air ir ou oy</p> <ul style="list-style-type: none"> Recap set 1 gaps Teach blending of words containing consonant blends (word time 1.7) Teach reading of words containing these set 2 sounds. 	<ul style="list-style-type: none"> Continue to teach set 3 sounds Teach reading of words containing set 3 sounds Build speed of reading words containing all set 2 and 3 sounds. Read multisyllabic words with increased accuracy and pace. 	
Summer 2		<ul style="list-style-type: none"> Teach reading of words containing these set 2 sounds. Build speed of reading words containing Set 1 sounds 	<ul style="list-style-type: none"> Continue to teach set 3 sounds Teach reading of words containing set 3 sounds Build speed of reading words containing set 3 sounds. Read multisyllabic words with increased accuracy and pace. 	

Progression of phonics through the Read, Write, Inc programme – stage by stage:

Group 1A	Children may know a few single letter sounds. Lessons include teaching recognition and recall of set 1 single letter 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 Children practice the formation of graphemes using a phrase that is associated with the letter shape
Group 1B	Children know most set 1 single letter sounds and now need to learn to blend orally. Gaps in set 1 single letter sound knowledge are addressed.
Group 1C	Children know most set 1 single letter sounds and are able to blend orally. Any gaps in set 1 single letter sound knowledge continue to be addressed. Children learn to 'Fred Talk, read the word' to read vc and cvc words.
Ditty Group	Children know all set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most vc and cvc words. Continue to teach and review set 1 sounds with the focus on set 1 special friends: th, ch, qu, ng, nk, sh, ck, ll, ss, zz, ff.
Red Group	Children know all set 1 sounds speedily. They are able to Fred Talk most vc and cvc words and use the same skills to decode nonsense words. Review of set 1 sounds. Learn to read more words containing special friends and words that contain 4+ sounds. Begin to teach set 2 sounds.
Green Group	Children are able to Fred Talk real and nonsense words and read a range of real words speedily. Continued review of set 1 sounds and words containing 4+ sounds. Continue to teach and review set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Children practice speedy and story green words related to their current story book, as well as red words.
Purple Group	Children are able to Fred Talk real and nonsense words containing set 1 sounds and read a range of real words speedily. Teach and consolidate set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Children practice speedy and story green words related to their current story book, as well as red words
Pink Group	Children are able to read ay, ee, igh, ow, oo, oo speedily. Continue to review and consolidate set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Once set 2 sounds are consolidated then begin to teach set 3 sounds. Children practice speedy and story green words related to their current story book, as well as red words.
Orange Group	Children are able to read set 2 sounds ay, ee, igh, ow, oo, oo and ar, or, air, ir, ou, oy speedily Children are able to Fred Talk real and nonsense words of increasing complexity (set 1 and set 2 sounds) and 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: ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious.
Yellow Group	Children are able to read nonsense words and real words containing set and set 2 sounds speedily (no Fred Talk) Speed sounds lessons review set 1, 2 and 3 sounds and include writing/spelling words containing set 3 sounds Set 3 sounds are taught/consolidated: ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Reading speed of 60/70 words per minute (wpm)
Blue Group	Children are able to read most set 3 sounds speedily They can read nonsense words containing set 3 sounds Reading speed of 70/80 words per minute (wpm). Review of set 2 and 3 sounds in speed sounds lessons and writing/spelling words containing set 3 sounds
Grey Group	Children are able to read all set 3 sounds speedily: ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Children can read nonsense words containing set 3 sound speedily Reading speed of 80/90+ words per minute (wpm).