



## Read Write Inc Phonics Skills and Knowledge Progression

	Reception	Year 1	Year 2
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>Teach 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</li> <li>Teach children to orally blend using 'fred talk' and word time lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Teach letter names</li> <li>Review speed sounds Set 1&amp;2</li> <li>Teach reading of words containing Set 2 sounds.</li> <li>Build speed of reading words with Set 1 sounds.</li> <li>Build speed of reading nonsense words containing Set 1 sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Teach reading of multisyllabic words containing all sounds.</li> <li>Build speed of reading words containing Set 3 sounds.</li> <li>Recap any missing sound gaps and build fluency when reading stories.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>Teach Set 1 sounds: z/th/ch/qu/ng/nk</li> <li>Recap any Set 1 letter sound gaps</li> <li>Teach children to blend using 'fred talk' and word time lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Review Set 2 speed sounds</li> <li>Teach reading of words containing Set 2 sounds</li> <li>Build speed of reading words containing Set 1 and Set 2 sounds.</li> <li>Introduce Set 3 sounds.</li> <li>Build speed of reading nonsense words containing Set 1 and Set 2 sounds</li> </ul>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>Recap any Set 1 letter sound gaps</li> <li>Recap special friends sh/th/ch/qu/ng/nk/</li> <li>Teach children to blend using 'fred talk' and word time lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Review Set 2 speed sounds</li> <li>Teach reading of words containing Set 2 sounds</li> <li>Build speed of reading words containing Set 1 and Set 2 sounds.</li> <li>Continue to teach Set 3 sounds.</li> <li>Build speed of reading nonsense words containing Set 1 and Set 2 sounds.</li> </ul>	
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>Recap any Set 1 letter sound gaps</li> <li>Recap special friends sh/th/ch/qu/ng/nk/</li> <li>Teach children to blend using 'fred talk' and word time lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Review Set 2 speed sounds</li> <li>Teach reading of words containing Set 2 sounds</li> <li>Build speed of reading words containing Set 1 and Set 2 sounds.</li> <li>Continue to teach Set 3 sounds.</li> <li>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</li> </ul>	
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>Teach Set 2 sounds to appropriate assessed groups</li> <li>Recap any Set 1 letter sound gaps</li> <li>Recap special friends sh/th/ch/qu/ng/nk/</li> <li>Teach children to blend using 'fred talk' and word time lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Review Set 2 and Set 3 speed sounds</li> <li>Teach reading of words containing Set 2 and Set 3 sounds</li> <li>Build speed of reading words containing Set 1, Set 2 and Set 3 sounds.</li> <li>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</li> </ul>	
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>Re-cap teaching Set 2 sounds to appropriate assessed groups</li> <li>Recap any Set 1 &amp; Set 2 letter</li> </ul>	<ul style="list-style-type: none"> <li>Review Set 2 and Set 3 speed sounds</li> <li>Build speed of reading words containing Set 1, Set 2 and Set 3 sounds.</li> </ul>	

	<p>sound gaps • Recap special friends sh/th/ch/qu/ng/nk/</p> <p>• Teach children to blend using 'fred talk' and word time lessons.</p>	<p>• Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds</p>	
<p><b>End of Year Expectations</b></p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Beginning to read green storybooks.</p>	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.</p> <p>Reading orange-blue storybooks.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p> <p>Reading white storybooks.</p>