



Juniper Hill School Phonics - Read, Write, Inc EYFS AND KS1 Progression of Knowledge and Skills

This document sets out the expected reading progression within Read, Write, Inc lessons. The below is an illustration of what a child working at the expected standard would be required to do at each half term. Through assessments and observations, children may progress at a faster rate than the progress expectations listed.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
EYFS	Word Reading	Children are taught Set 1 sounds <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z,</i>	Recap on Set 1 sounds. Children are taught special friends: <i>sh, th, ch, qu, ng, nk, ck</i> Children are taught to blend sounds into words orally Children are taught double consonant special friends Children are taught to blend single letter sounds (word time 1.1-1.4)	Recap on Set 1 special friends: <i>sh, th, ch, qu, ng, nk,</i> Secure blending of words with special friends (word time 1.5 and 1.6)	Recap on any Set 1 sounds (addressing sound gaps) Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7) Children are exposed to some common exception words: <i>l, the, go, my, no, me, put, of</i>	Children are taught set 2 sounds <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> To recall previous common exception words and be exposed to new common exception words: <i>you, said, he, for, be, your, are, all, do, some</i>	Children are taught set 2 sounds <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds	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
		By the end of each half term children should be able to:						
		Read all single letter set 1 sounds	Read all set 1 sounds Blend sounds into words orally	Blend sounds to read words Read short ditty stories	Read Red story books	Read Green story books Read some set 2 sounds	Read Green or Purple storybooks Read some set 2 sounds	



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations	
Year 1	Word Reading	Children are taught set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo	Children to build speed of reading words containing set 1, set 2 and the following set 3 sounds: 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, ph, ue, e-e, ie, wh, kn	Children to build speed of reading words containing set 1, 2 and 3 sounds: 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, ph, ue, e-e, ie, wh, kn	Children to build speed of reading words containing set 1, 2 and 3 Sounds Read multisyllabic words with increased accuracy	Children to read words containing set 1, 2 and 3 sounds speedily Read multisyllabic words with increased accuracy and pace	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 Read a passage at 60-70 words per minute	
		By the end of each half term children should be able to:							
				Read Purple storybooks Read the first 6 set 2 sounds speedily: (ay, ee, igh, ow, oo, oo)	Read Pink storybooks Read all set 2 sounds speedily Read these sounds in real words and nonsense words using fred talk	Read Orange storybooks Read some set 3 sounds Read set 1/2 sounds within real words and nonsense words speedily	Read Yellow storybooks Read some set 3 sounds speedily: (ea, oi, a-e, i-e, o-e, u-e) Read above sounds in real words and nonsense words	Read Yellow storybooks Read all set 3 sounds Develop reading fluency	Read Blue storybooks Read all set 3 sounds speedily Read set 3 sounds in real words and nonsense 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 exception words								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations	
Year 2	Word Reading	Children to read words containing set 1, 2 and 3 sounds speedily Read multisyllabic words with accuracy and pace	Recap any missing sound gaps and build fluency when reading stories Read multisyllabic words with accuracy and pace	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately Children on track for expected will complete the program at the end of Spring 1	*Children begin the Accelerated Reader platform Children are encouraged to read a range of text types (fiction, nonfiction, poetry, rhymes) Daily opportunities for children to build fluency and pace of reading Learn how and when to use expression in reading Children to read multisyllabic words and words with suffix endings Children to read topic related vocabulary Children to read year 2 common exception words		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 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 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 Read stories and passages at the pace of 90 words per minute Read all sounds in words, including multisyllabic words, with little or no hesitation	
	By the end of each half term children should be able to:							
		Read Blue storybooks with increased fluency and comprehension Read all set 3 sounds speedily Read 70/80 words per minute	Read Grey storybooks Read all set 3 sounds speedily Read 80 words per minute Read multisyllabic words speedily	Read Grey storybooks with increased fluency and comprehension Read all set 3 sounds speedily Read 80/90+ words per minute Read multisyllabic words speedily	- Read with pace and fluency - Begin to use expression as appropriate - Read at a pace of 90 words per minute - Read multisyllabic words with little or no hesitation - Read year 2 common exception words			
	Read, Write, Inc Spelling	Once children have completed the Read, Write, Inc phonics program, they move on to the spelling program, which is taught in the following sequence:						
	Learn something new	Practise	Consolidate in context	Review	Personal progression			



		A new spelling focus is introduced in a carefully levelled, memorable way	Children continually practise the words they are learning, in activities such as word changers and dots and dashes	Children create and write sentences to consolidate their spellings in context. They practise their spelling words with repetition, spell out the words and apply various other memory-based strategies	Children work together to review the words from the unit. Rapid recap , consolidation days and practice tests assess children's knowledge of the words they have learnt	Each child decides which words they find tricky and practises them in school	
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*Children may begin Accelerator Reader before the suggested term depending on their phonological awareness/understanding, application of accurate word reading and fluency.