

Tollerton School Phonic Progression

This document sets out the expected reading progression within Read, Write, Inc. lessons, which are taught daily for 30 minutes. The objectives are further embedded within our daily English sessions. These objectives are set out as if children are achieving as expected throughout the year. Termly assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Reception	Teaching	<ul style="list-style-type: none"> * 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, z, th, ch, qu, ng, nk 	<ul style="list-style-type: none"> * Recap on set 1 special friends: th, ch, qu, ng, nk * Children are taught to blend sounds into words orally. * Children are taught to blend single-letter sounds (word time 1.1-1.4) 	<ul style="list-style-type: none"> * Recap on set 1 special friends: th, ch, qu, ng, nk * Secure blending of words with special friends (word time 1.5 and 1.6). 	<ul style="list-style-type: none"> * 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). * To be exposed to some common exception words: put, the, l, no, of, my, for, he 	<ul style="list-style-type: none"> * Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy * To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are 	<ul style="list-style-type: none"> * Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy * Children are taught to blend words containing set 2 sounds * Children to build speed of reading words containing set 1 sounds. 	<ul style="list-style-type: none"> * 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.
	End of Term Expectation	<ul style="list-style-type: none"> * Read all single letter set 1 sounds. 	<ul style="list-style-type: none"> * Read all set 1 sounds. * Blend sounds into words orally. * Blend sounds to read words 	<ul style="list-style-type: none"> * Read short ditty stories. 	<ul style="list-style-type: none"> * Read Red storybooks 	<ul style="list-style-type: none"> * Read Green storybooks. * Read some set 2 sounds. 	<ul style="list-style-type: none"> * Read Purple storybooks. * Read some set 2 sounds. 	

Year 1	Teaching	<ul style="list-style-type: none"> * Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy * Children are taught to read words containing set 2 sounds. * Children build speed of reading words containing set 1 sounds. 	<ul style="list-style-type: none"> * Review set 2 sounds: ar, or, air, ir, ou, oy * Children build speed of reading words containing sounds: ay, ee, igh, ow, oo, oo * Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e 	<ul style="list-style-type: none"> * Children to build speed of reading words containing set 1,2 sounds and set 3 sounds: ea, oi, a-e, i-e, o-e, u-e. * Children are taught the rest of the set 3 sounds. 	<ul style="list-style-type: none"> * Children to build speed of reading words containing set 1, 2 and 3 sounds. * Begin to read multisyllabic words, including words with suffix ending 	<ul style="list-style-type: none"> * Children to build speed of reading words containing set 1, 2 and 3 sounds. * Read multisyllabic words with increased accuracy. 	<ul style="list-style-type: none"> * Children to read words containing set 1, 2 and 3 sounds speedily. * Read multisyllabic words with increased 	<ul style="list-style-type: none"> * 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 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.
	End of Term Expectation	<ul style="list-style-type: none"> * Read Purple storybooks. * Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo) 	<ul style="list-style-type: none"> * Read Pink storybooks. * Read all set 2 sounds speedily. * Read nonsense words containing set 2 sounds. 	<ul style="list-style-type: none"> * Read Orange storybooks. * Read some set 3 sounds. * Read set 2 sounds within nonsense words. 	<ul style="list-style-type: none"> * Read Yellow storybooks. * Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e). * Read above sounds in nonsense words. 	<ul style="list-style-type: none"> * Read Yellow storybooks. * Read all of set 3 sounds. * Read 60/70 words per minute. - 	<ul style="list-style-type: none"> * Read Blue storybooks. * Read all of set 3 sounds speedily. * Read 70 words per minute. 	

Year 2	Teaching	<ul style="list-style-type: none"> * Children to read words containing set 1, 2 and 3 sounds speedily. * Read multisyllabic words accuracy and pace. 	<ul style="list-style-type: none"> * Recap any missing sound gaps and build fluency when reading stories. * Read multisyllabic words accuracy and pace. 	<ul style="list-style-type: none"> * Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. <p>Children on track for expected will complete the programme at the end of Spring 1</p>	Following the Read Write Inc reading comprehension programme	<ul style="list-style-type: none"> * 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.
	End of Term Expectation	<ul style="list-style-type: none"> * Read Blue storybooks with increased fluency and comprehension. * Read all of set 3 sounds speedily. * Read 70/80 words per minute. 	<ul style="list-style-type: none"> * Read Grey storybooks. * Read all of set 3 sounds speedily. * Read 80 words per minute. * Read multisyllabic words speedily. 	<ul style="list-style-type: none"> * Read Grey storybooks with increased fluency and comprehension. * Read all of set 3 sounds speedily. * Read 80/90+ words per minute. * Read multi-syllabic words speedily. 	<ul style="list-style-type: none"> * 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 	