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
	Teaching	* Set 1 sounds: m,	* Recap on set 1	* Recap on set 1	* Secure blending	* Set 2 sounds: ay,	* Children are	* Say a sound for each letter
		a, s, d, t, i, n, p, g,	special friends: th,	special friends: th,	on words	ee, igh, ow, oo,	taught their set 2	in the alphabet and at least 10
		o, c, k, u, b, f, e, l,	ch, qu, ng, nk	ch, qu, ng, nk	containing all set 1	oo, ar, or, air, ir,	sounds: ay, ee,	digraphs.
		sh, h, r, j, v, w, x, y,	* Children are	* Secure blending	sounds	ou, oy	igh, ow, oo, oo, ar,	* Read words consistent with
		z, th, ch, qu, ng, nk	taught to blend	of words with	* Children are	* To recall	or, air, ir, ou, oy	their phonic knowledge by
			sounds into words	special friends	taught to blend	previous common	* Children are	sound-blending.
			orally.	(word time 1.5	words containing	exception words	taught to blend	* Read aloud simple sentences
			* Children are	and 1.6).	4/5 sounds and	and be exposed to	words containing	and books that are consistent
			taught to blend		consonant blends	new common	set 2 sounds	with their phonic knowledge,
on	-		single-letter		(word time 1.6	exception words:	* Children to build	including some common
			sounds (word time		and 1.7).	your, said, you,	speed of reading	exception words.
			1.1-1.4)		* To be exposed	be, are	words containing	
Reception					to some common		set 1 sounds.	
ece					exception words:			
~					put, the, I, no, of,			
				di = 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	my, for, he			
	_	* Read all single	* Read all set 1	* Read short ditty	* Read Red	* Read Green	* Read Purple	
	tio	letter set 1	sounds.	stories.	storybooks	storybooks.	storybooks.	
	cta	sounds.	* Blend sounds			* Read some set 2	* Read some set 2	
	Expectation		into words orally.			sounds.	sounds.	
			* Blend sounds to					
	of Term		read words					
)f T							
	End o							
	띱							

		*	* 5	* 0	* 0	* 0	* 01 '11 1 1	w
		* Set 2 sounds: ay,	* Review set 2	* Children to build	* Children to build	* Children to build	* Children to read	* Apply phonic knowledge and
	Teaching	ee, igh, ow, oo,	sounds: ar, or, air,	speed of reading	speed of reading	speed of reading	words containing	skills as the route to decode
		oo, ar, or, air, ir,	ir, ou, oy	words containing	words containing	words containing	set 1, 2 and 3	words.
		ou, oy	* Children build	set 1,2 saounds	set 1, 2 and 3	set 1, 2 and 3	sounds speedily.	* Respond speedily with the
		* Children are	speed of reading	and set 3 sounds:	sounds.	sounds.	* Read	correct sound to graphemes
		taught to read	words containing	ea, oi, a-e, i-e,o-e,	* Begin to read	* Read	multisyllabic	(letters or groups of letters)
		words containing	sounds: ay, ee,	u-e.	multisyllabic	multisyllabic	words with	for all 40+ phonemes,
		set 2 sounds.	igh, ow, oo, oo	* Children are	words, including	words with	increased	including, where applicable,
		* Children build	* Children are	taught the rest of	words with suffix	increased		alternative sounds for
		speed of reading	taught set 3	the set 3 sounds.	ending	accuracy.		graphemes.
		words containing	sounds: ea, oi, a-e,			,		* Read accurately by blending
		set 1 sounds.	i-e,o-e, u-e					sounds in unfamiliar words
		* Read Purple	* Read Pink	* Read Orange	* Read Yellow	* Read Yellow	* Read Blue	containing GPCs that have
		storybooks.	storybooks.	storybooks.	storybooks.	storybooks.	storybooks.	been taught.
		* Read the first six	* Read all set 2	* Read some set 3	* Read some set 3	* Read all of set 3	* Read all of set 3	* Read common exception
\leftarrow		set 2 sounds	sounds speedily.	sounds.	sounds speedily:	sounds.	sounds speedily.	words, noting unusual
ar 1		speedily (ay, ee,	* Read nonsense	* Read set 2	(ea, oi, a-e, i-e,oe,	* Read 60/70	* Read 70 words	correspondences between
Year		igh, ow, oo, oo)	words containing	sounds within	u-e, e-e).	words per minute.	per minute.	spelling and sound and where
		1811, 047, 00, 007	set 2 sounds.	nonsense words.	* Read above	-	per minute.	these occur in the word.
	<u>'</u> ë		Set 2 Sourius.	nonscrise words.	sounds in			* Read words containing
	of Term Expectation				nonsense words.			taught GPCs and -s, -es, -ing,
	bec				Honsense words.			ed, er and est endings
	ΜĞ							* Read books aloud,
	<u>ا</u> ا							accurately, that are consistent
	Te							with their developing phonic
	<u>و</u> ا							knowledge and that do not
	End							
	-							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.

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			* Children to read	* Recap any	* Read all words	Following the Read Write Inc reading comprehension	* Read further common
			words containing	missing sound	including	programme	exception words, noting
		Teaching	set 1, 2 and 3	gaps and build	nonsense and		unusual correspondences
			sounds speedily.	fluency when	multisyllabic		between spelling and sound
			* Read	reading stories.	words that include		and where these occur in the
			multisyllabic	* Read	set 1,2,3 sounds		word.
			words accuracy	multisyllabic	speedily and		* Read most words quickly
		eac	and pace.	words accuracy	accurately.		and accurately, without overt
		Ĕ		and pace.			sounding and blending, when
					Children on track		they have been frequently
					for expected will		encountered.
					complete the		* Read aloud books closely
	7				programme at the		matched to their improving
	Year				end of Spring 1		phonic knowledge, sounding
	>		* Read Blue	* Read Grey	* Read Grey	* Read with pace and fluency.	out unfamiliar words
			storybooks with	storybooks.	storybooks with	* Begin to use expression as appropriate.	accurately, automatically and
		n	increased fluency	* Read all of set 3	increased fluency	* Read at a pace of 90 words per minute.	without undue hesitation.
		atic	and	sounds speedily.	and	* Read multisyllabic words with little or no hesitation.	* Reread these books to build
		ect	comprehension.	* Read 80 words	comprehension.	* Read year 2 common exception words	up their fluency and
		xb	* Read all of set 3	per minute.	* Read all of set 3		confidence in word reading.
		ηE	sounds speedily.	* Read	sounds speedily.		* Children can read stories
		of Term Expectation	* Read 70/80	multisyllabic	* Read 80/90+		and passages at the pace of 90
		of 1	words per minute.	words speedily.	words per minute.		words per minute.
		End (* Read multi-		* They can read all sounds in
		Δ̈̈			syllabic words		words, including multisyllabic
					speedily.		words, with little or no
							hesitation.