



Subject Leader: Tabitha Fitzgerald Last updated: September 2022

This document sets out the expected reading progression within Read Write Inc. lessons. The objectives are further embedded within discrete English sessions. These objectives are set out as if children are achieving as expected throughout the year. 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.

R e c e p t i o n	W o r d R e a d i n g R W I	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations	
		Children are taught their 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	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.	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends	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. To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught their 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	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.		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 storybooks	Read Green storybooks. - Read some set 2 sounds.	Read Green or Purple storybooks. - Read some set 2 sounds.		

ENGLISH - READING – Read Write Inc. Whole School Progression 2022/23

Y e a r O n e	W o r d R e a d i n g R W I	Autumn 1 Children are taught their 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.	Autumn 2 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 are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e	Spring 1 Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, ee) Children are taught the rest of the set 3 sounds.	Spring 2 Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Summer 1 Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Summer 2 Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	End of Year Expectations 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.
		By the end of each half-term children should be able to:						
		Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	Read Pink storybooks. Read all set 2 sounds speedily. Read nonsense words containing set 2 sounds.	Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	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.	Read Yellow storybooks. - Read all of set 3 sounds.	Read Blue storybooks. - Read all of set 3 sounds speedily	

ENGLISH - READING – Read Write Inc. Whole School Progression 2022/23

Y e a r T w o	W o r d R e a d i n g R W I	Autumn 1 Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.	Autumn 2 Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Spring 1 Pathways to Read Guided Reading Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read subject specific related vocabulary. Children to read year 2 common exception words.	Spring 2	Summer 1	Summer 2	End of Year Expectations 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. Children can read at a pace of 60 words per minute
		By the end of each half-term children should be able to:						
		- Read Blue storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute	- Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 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				