

## READING – Read, Write, Inc. Whole School Progression 2022/2023 – Term by Term

Subject Leader: **Hannah Richards** Last updated: **September 2022**

At The Bishops' C of E Learning Academy, we are passionate about ensuring all children become confident and enthusiastic readers. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. The teaching of phonics is of high priority. Below is our Read Write Inc. progression grid detailing what will be taught and when. Children will be assessed half-termly as a minimum and grouped accordingly. For children not meeting the expected level of progress, intervention based on their individual needs will be put in place.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Reception	Word Reading	Children are taught their Set 1 single sounds <b>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,</b>	Teach set 1 special friends: <b>th, ch, qu, ng, nk</b>	Recap on set 1 special friends: <b>th, ch, qu, ng, nk</b> <i>Teach ck, ss, ff, ll, zz.</i>	Recap on any set 1 sounds (addressing sound gaps).  Secure blending on words containing all set 1 sounds	Children are taught their set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, oo, ar, or, air, ir, ou, oy</b>	Children are taught their set 2 sounds: <b>ay, ee, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b>	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.
		Children are taught to blend sounds into words orally.	Children are taught to blend sounds into words orally.	Secure blending of words with special friends ( <b>word time 1.5 and 1.6</b> ).	Children are taught to blend words containing 4/5 sounds and consonant blends ( <b>word time 1.6 and 1.7</b> ).	To recall previous common exception words and be exposed to new common exception words: <b>your, said, you, be, are</b>	Children are taught to blend words containing set 2 sounds	
		<b>By the end of each half-term children should be able to:</b>						
		- Read all single letter set 1 sounds	- Read all set 1 sounds. Blend sounds into words orally.	- Blend sounds to read words- Read short <b>ditty</b> stories.	- Read <b>Red</b> storybooks	- Read <b>Green</b> storybooks. - Read some set 2 sounds.	- Read <b>Green</b> or <b>Purple</b> storybooks. - Read some set 2 sounds.	

Comprehension	<p>Listening - comprehension of instructions.</p> <p>Immerse children in topic related/unfamiliar vocabulary.</p> <p>Story sequence/prediction activities based on baseline assessment.</p>	<p>Retrieval comprehension through verbal guided questioning.</p> <p>Expect children to use given vocabulary in appropriate context.</p>	<p>Simple, inference-based comprehension through verbal guided questioning.</p> <p>Verbal, simple predictions.</p> <p>Recall simple definition for given vocabulary.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
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Year 1	<p>Children are taught their set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p> <p>Children are taught to read words containing set 2 sounds.</p> <p>Children build speed of reading words containing set 1 and set 2 sounds.</p>	<p>Review set 2 sounds, particularly: <b>ar, or, air, ir, ou, oy</b></p> <p>Children build speed of reading words containing these set 2 sounds: <b>ay, ee, igh, ow, oo, oo</b></p> <p>Children are taught set 3 sounds: <b>ea, oi, a-e, i-e, o-e, u-e, e-e</b></p>	<p>Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (<b>ea, oi, a-e, i-e, o-e, u-e, ee</b>).</p> <p>Children are taught the rest of the set 3 sounds.</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Begin to read multisyllabic words, including words with suffix endings.</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Read multisyllabic words with increased accuracy.</p>	<p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Read multisyllabic words with increased accuracy and pace.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>
	<p>By the end of each half-term children should be able to:</p>						

	<p>- Read <b>Purple</b> storybooks. - Read the first six set 2 sounds speedily (<b>ay, ee, igh, ow, oo, oo</b>)</p>	<p>- Read <b>Pink</b> storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.</p>	<p>-Read <b>Orange</b> storybooks. - Read some set 3 sounds. -Read set 2 sounds within nonsense words.</p>	<p>-Read <b>Yellow</b> storybooks. - Read some set 3 sounds speedily: (<b>ea, oi, a-e, i-e, oe, u-e, e-e</b>). - Read above sounds in nonsense words.</p>	<p>-Read <b>Yellow</b> storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.</p>	<p>- Read <b>Blue</b> storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.</p>	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>
<p><b>Throughout Year 1 children are expected to:</b>          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.</p>							
<p>Comprehension</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>-To participate in discussion about what is being read to them.</li> <li>-To identify the title of a text.</li> <li>-To discuss the significance of the title and events in a story.</li> <li>- Learn topic related/ unfamiliar vocabulary and use it mostly appropriately.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- To give simple prediction, on the basis of what has happened so far.</li> <li>-Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts.</li> <li>-Begin to explain the meaning of vocabulary.</li> <li>-Answer a range of questions based on VIPERS – verbally with more independence when listening to class texts.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> <li>- To explain clearly what has been read to them.</li> <li>- To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts.</li> <li>- Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts.</li> <li>-To make inferences on the basis of what is said and done.</li> </ul> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>(Continued on next page)</p>			

						<p>Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain their understanding of what is read to them.</p>
Year 2	Word Reading – Read, Write, Inc. (Until end of )	<p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Read multisyllabic words accuracy and pace.</p>	<p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Read multisyllabic words accuracy and pace.</p>	<p>Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.</p> <p><b>Children on track for expected will complete the programme at the end of Spring 1.</b></p>	<p>Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).</p> <p>Daily opportunities for children to build pace and fluency of reading.</p> <p>Learn how and when to use expression in reading.</p> <p>Children to read multisyllabic words and words with suffix endings.</p> <p>Children to read topic related vocabulary.</p> <p>Children to read year 2 common exception words.</p>	See Vipers progression grid.



books.  
- Discuss and clarify the meaning of words.

- Make inferences on the basis of what is said and done.  
  
(plus autumn objectives).

longer pieces of text in a written form.  
(plus Autumn and Spring term objectives)

Throughout year 2 children are expected to:

- **Choose books to read for their own pleasure**
- **Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)**
- **Answer a range of questions based on VIPERS – both verbally and in written form.**
- **Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context**