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

At our school, we believe that learning to read is the gateway to future success. Through the systematic and rigorous teaching of **Read Write Inc. (RWI) Phonics**, we aim to ensure that every child becomes a confident, fluent and enthusiastic reader. Our intent is to provide all pupils—including those who are disadvantaged or have additional needs—with the tools they need to decode, comprehend and enjoy language from the earliest stages.

Our RWI programme is designed to:

- **Embed secure phonics knowledge from the start**, enabling children to recognise sounds, blend confidently and develop accurate and speedy word reading.
- **Build fluency and comprehension** through carefully sequenced storybooks that match each child's phonics stage, ensuring success and a sense of achievement.
- **Develop confident, articulate speakers and writers**, as pupils build vocabulary, practise oral rehearsal and learn to spell using the sounds they know.
- **Promote a love of reading**, nurturing curiosity, imagination and enjoyment through high-quality texts and daily opportunities to read for pleasure.
- **Provide targeted support swiftly**, using regular assessment to identify children who need extra practice so that no child falls behind.
- **Ensure consistency and high-quality teaching** across the school, with all staff trained to deliver the programme with fidelity and expertise.

Through this approach, we aim for children to leave Key Stage 1 as fluent, accurate readers who are well prepared for the wider curriculum. Our commitment is that every child, regardless of starting point, develops the confidence, resilience and enthusiasm to become a lifelong reader.



We teach phonics daily across the EYFS and KS1. This document sets out the expected reading progression within **Read, Write, Inc** lessons. These objectives are set out as if children are achieving **as expected** throughout the year. Assessments indicate when children have gaps and which children are not on track. Interventions are then put in place with the aim to keep that child in line with expectations – "keep up, not catch up."

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
EYFS	Word Reading – Read, Write, Inc	Children are taught their Set 1 sounds ***m, a, s, d, t, i, n, p, g, o, c, k, u, b*** Children are taught to blend sounds into words orally Children are taught to blend single letter sounds **(Word time 1.1)**	Children are taught their Set 1 sounds ***f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk, sh, ck*** ***th, ch, qu, ng, nk, sh, ck*** Children are taught to blend sounds into words orally Children are taught to blend single letter sounds **(Word time 1.2-1.4)** Children are exposed to some common exception words (red words): ***I, of, my, to, the, no***	Recap on Set 1 special friends: ***th, ch, qu, ng, nk, sh, ck*** Children are taught set 2 sounds ***ay, ee, igh, ow, oo, oo*** Secure blending of words with special friends **(Word time 1.5, 1.6 and 1.7)** Children are exposed to some common exception words (red words): ***I, of, my, to, the, no, your, said, you, he, are and no***	Children are taught set 2 sounds ***ar, or, air, ir, ou, oy, wh, ph*** 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 (red words): ***I, of, my, to, the, no, your, said, you, he, are and no***	To recall previous common exception words and be exposed to new common exception words: ***you, said, he, for, be, your, are, all, do, some***	Children are taught 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 21 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 - Read Sound Blending books	-Blend sounds to read words - Read Sound Blending books - 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	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Year 1	Word Reading – Read, Write, Inc	Children are taught their set 2 sounds: ***ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, wh, ph*** Children are taught to read words containing set 2 sounds Children build speed of reading words containing set 1 sounds, particularly **word time 1.6-1.7**	Review set 2 sounds, particularly: ***ar, or, air, ir, ou, oy, wh, ph*** Children build speed of reading words containing these set 2 sounds: ***ay, ee, igh, ow, oo, oo*** Children are taught set 3 sounds: ***ie, ue, ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow***	Children to build speed of reading words containing set 2 and the following set 3 sounds: ***ie, ue, ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow*** Children are taught the rest of the set 3 sounds ***ai, oa, ew, ire, ear, au, kn***	Children to build speed of reading words containing set 1, 2 and 3 sounds: ***ie, ue, ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, au, kn*** Begin to read multisyllabic set 2 words, including words with suffix endings	Children to build speed of reading words containing set 1, 2 and 3 sounds Read multisyllabic set 2 words with increased accuracy	Children to read words containing set 1, 2 and 3 sounds speedily Read multisyllabic set 3 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 Children can read at a pace of 60/wpm
		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 including wh and ph -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, o-e, u-e, e-e)*** -Read above sounds in nonsense words	-Read **Yellow** storybooks -Read all set 3 sounds -Read 60/70 words per minute	-Read **Blue** storybooks -Read all set 3 sounds speedily -Read 70 words per minute	
		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 – Read, Write, Inc (Until end of Spring 1)	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 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 their own 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 and at home

Progression of phonics through the Read, Write, Inc programme – stage by stage

		Home reading books	
		Monday	**Friday**
Group 1A	Children may know a few single letter sounds. Lessons include teaching recognition and recall of set 1 single letter 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*** Children practice the formation of graphemes using a phrase that is associated with the letter shape.	Wordless books Book box books	
Group 1B	Children know most set 1 single letter sounds and now need to learn to blend orally. Gaps in set 1 single letter sound knowledge are addressed.	Wordless books Book box books	
Group 1C	Children know most set 1 single letter sounds and are able to blend orally. Any gaps in set 1 single letter sound knowledge continue to be addressed. Children learn to 'Fred Talk, read the word' to read vc and cvc words	Sound blending books 1-6 Wordless books Book box books	
Ditty Group	Children know all set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most vc and cvc words. Continue to teach and review set 1 sounds with the focus on set 1 special friends: ***th, ch, qu, ng, nk, sh, ck***	Ditty sheets Sound blending books 7-10 Book box books	
Red Group	Children know all set 1 sounds speedily. They are able to Fred Talk most vc and cvc words and use the same skills to decode nonsense words. Review of set 1 sounds. Learn to read more words containing special friends and words that contain 4+ sounds	Red RWI Book Bag books	Red RWI book taught that week in FRED lesson
Green Group	Children are able to Fred Talk real and nonsense words and read a range of real words speedily. Continued review of set 1 sounds and words containing 4+ sounds. Teach set 2 sounds: ***ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, wh, ph*** Children practice speedy and story green words related to their current story book, as well as red words	Green RWI Book Bag books	Green RWI book taught that week in FRED lesson
Purple Group	Children are able to Fred Talk real and nonsense words containing set 1 sounds and read a range of real words speedily. Teach and consolidate set 2 sounds: ***ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, wh, ph*** Children practice speedy and story green words related to their current story book, as well as red words	Purple RWI Book Bag books	Purple RWI book taught that week in FRED lesson
Pink Group	Children are able to read ***ay, ee, igh, ow, oo, oo*** speedily Continue to teach and consolidate set 2 sounds: ***ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, wh, ph*** Children practice speedy and story green words related to their current story book, as well as red words	Pink RWI Book Bag books	Pink RWI book taught that week in FRED lesson
Orange Group	Children are able to read set 2 sounds ***ay, ee, igh, ow, oo, oo*** and ***ar, or, air, ir, ou, oy, wh,ph*** speedily Children are able to Fred Talk real and nonsense words of increasing complexity (set 1 and set 2 sounds) and read a range of real words speedily (no Fred Talk) Lessons continue to review set 1 and 2 sounds Set 3 sounds are now taught: ***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, ie,ue, e-e,au, kn***	Orange RWI Book Bag books	Orange RWI book taught that week in FRED lesson

Yellow Group	Children are able to read nonsense words and real words containing set and set 2 sounds speedily (no Fred Talk) Speed sounds lessons review set 1, 2 and 3 sounds and include writing/spelling words containing set 3 sounds Set 3 sounds are taught/consolidated: ***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, ie,ue, e-e,au, kn*** Reading speed of 60/70 words per minute (wpm)	Yellow RWI Book Bag books	Yellow RWI book taught that week in FRED lesson
Blue Group	Children are able to read most set 3 sounds speedily They can read nonsense words containing set 3 sounds Reading speed of 70/80 words per minute (wpm) Review of set 2 and 3 sounds in speed sounds lessons and writing/spelling words containing set 3 sounds	Blue RWI Book Bag books	Blue RWI book taught that week in FRED lesson

Grey Group	Children are able to read all set 3 sounds speedily: ***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, ie,ue, e-e,au, kn*** Children can read nonsense words containing set 3 sound speedily Reading speed of 80/90+ words per minute (wpm)	Grey RWI Book Bag books	Grey RWI book taught that week in FRED lesson

Vocabulary

Year Group	Vocabulary
EYFS	Fred Fred is a frog puppet we use in sessions. He can only speak in sounds. Fred talk - sounding out a word, saying each of the sounds before blending. Fred fingers - 'Pinching' each sound from a word on your fingers to help spell a word. Green words - decodable words Red words - Irregular words that cannot be sounded out Fred in your Head still sounding out a word but doing so in your head rather than out loud, helps build fluency. Special friends - Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e. Pseudo/nonsense words - same as alien words - are made up words that check children have the understanding of the sounds, including special friends taught. They can recognise these sounds in any word.

Year 1	Fred Fred is a frog puppet we use in sessions. He can only speak in sounds. Fred talk - sounding out a word, saying each of the sounds before blending. Fred fingers - 'Pinching' each sound from a word on your fingers to help spell a word. Green words - decodable words Red words - Irregular words that cannot be sounded out Fred in your Head still sounding out a word but doing so in your head rather than out loud, helps build fluency.

	Special friends - Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e. Pseudo/nonsense words - same as alien words - are made up words that check children have the understanding of the sounds, including special friends taught. They can recognise these sounds in any word

Year 2	Fred Fred is a frog puppet we use in sessions. He can only speak in sounds. Fred talk - sounding out a word, saying each of the sounds before blending. Fred fingers - 'Pinching' each sound from a word on your fingers to help spell a word. Green words - decodable words Red words - Irregular words that cannot be sounded out Fred in your Head still sounding out a word but doing so in your head rather than out loud, helps build fluency. Special friends - Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e. Pseudo/nonsense words - same as alien words - are made up words that check children have the understanding of the sounds, including special friends taught. They can recognise these sounds in any wordFred Fred is a frog puppet we use in sessions. He can only speak in sounds. Fred talk - sounding out a word, saying each of the sounds before blending. Fred fingers - 'Pinching' each sound from a word on your fingers to help spell a word. Green words - decodable words Red words - Irregular words that cannot be sounded out

	Fred in your Head still sounding out a word but doing so in your head rather than out loud, helps build fluency. Special friends - Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e. Nonsense words - same as alien words - are made up words that check children have the understanding of the sounds, including special friends taught. They can recognise these sounds in any word.