



St Bartholomew's C of E Primary School Read Write Inc Phonics EYFS and KS1

Intent

To create an inclusive, inspiring and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading. To ensure children are given the best opportunities to achieve expected progress, or more, in reading.

Implementation

In our school, phonics is taught across EYFS and KS1. We do this using the RWI programme of study. This is a scheme which provides a structured and systematic approach to teaching Phonics. It is designed to create fluent readers, confident speakers and willing writers. We teach in this way because research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read. According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words'. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

In our school we realise the importance of Phonics as it provides children with the building blocks needed to become successful readers. The children are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as 'sh' or 'oo' and then blend these sounds together, from left to right, to make a word. Children can then use this knowledge to decode new words they hear or see.

In Reception, the children learn the set 1 and set 2 sounds. Then in Year 1, the children learn the 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading but also spelling and develops skills which are transferrable to their Literacy. In Year 1, there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling.

Across EYFS/KS1, children have daily phonics lessons which they enjoy. Each session is broken up into different parts including the teaching of a new sound, reading words with the new sound, revision of previous sounds taught and also writing words. Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics is displayed in each RWI area across the school. The children are encouraged to use these displays to support their writing in all lessons across the curriculum.

Children in EYFS/KS1 are assessed using the RWI assessments test at least once a term. The assessment showcases the children's progress as well as identifies their target group. In addition to this, children in Year 1 are also assessed using a phonics screening check at least twice a year. Regular assessment using the phonics screening test, alongside the RWI assessment test, enables us to group children for phonics/RWI, ensuring the teaching they receive is tailored to the level they are at. The final Year 1 phonics screening test takes place in June. The check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills, at an appropriate standard. The test consists of 40 words – a combination of 20 real words and 20 pseudo words (nonsense words) for the child to read 1:1 with their teacher. This is carried out by the Phonics leader who has undertaken the phonics testing training and is someone who the children are familiar with. Children who do not pass this in Year 1 will be re-assessed in Year 2, in the same manner. The results of the screening are reported to parents in the summer.

Home reading books match our Phonics scheme and we use the RWI book bag books which ensure fidelity to our Phonics scheme. These are at the level of each individual child and match the books the children read in our Phonics lessons. Reading books are changed on the last day the book is taught in school. The Phonics leader also prepares and distributes phonics packs which contain the sounds that are taught on a daily basis. This allows parents to know what their child is learning, as well as secure the learning from school. As a school, we subscribe to the RWI Phonics portal and use this to create QR codes for children to use in class and for parents to use at home.

Impact

The result of phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading. Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.



St Bartholomew's C of E Primary School

Read Write Inc Phonics EYFS & KSI Progression

	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 5 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks	End of Year Expectations	
Reception	Word Reading Read Write Inc	<p>Children are taught their Set 1 sounds 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</p> <p>Children are taught oral blending</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4)</p> <p>To spell using Fred Fingers</p>	<p>Read all set 1 sounds speedily</p> <p>Children continue to blend sounds into words orally</p> <p>Children continue to blend single-letter sounds (word time 1.1-1.5)</p> <p>Build on children's reading fluency using Green Card Words</p> <p>To spell using Fred Fingers</p>	<p>Teach set 1 special friends: sh, th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (Word Time 1.6)</p> <p>Review word time 1.1 – 1.5</p> <p>Read nonsense words with 3 sounds in</p> <p>Continue to build on children's reading fluency using Green Card Words</p> <p>To spell using Fred Fingers</p> <p>Red Words exposed: the, l, me, of, my, head,</p>	<p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.7)</p> <p>Review word time 1.1 – 1.6</p> <p>Read 3 and 4 sound nonsense words</p> <p>Continue to build on children's reading fluency using Green Card Words</p> <p>To spell using Fred Fingers</p> <p>To recall previous Red Words and be exposed to new Red words: put, no, for, he</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read set 1 words speedily</p> <p>Review word time 1.6 – 1.7</p> <p>Children are taught to blend words containing set 2 sounds, including longer words</p> <p>Read some set 2 nonsense words</p> <p>Read 4 and 5 sound nonsense words</p> <p>Continue to build on children's reading fluency using Green Card Words</p> <p>To spell using Fred Fingers</p> <p>To recall previous Red Words and be exposed to new Red words: your, said, you, be, are</p>	<p>Children are to review their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read set 1 words speedily</p> <p>Children are to revise blending words containing set 2 sounds, including longer words</p> <p>Read some set 2 nonsense words</p> <p>Continue to build on children's reading fluency using Green Card Words</p> <p>To spell using Fred Fingers</p> <p>To recall previous Red Words and be exposed to new Red words: to, go, baby, paint</p>	<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.
		By the end of each half-term children should be able to:						
		<ul style="list-style-type: none"> - Read all single letter set 1 sounds - Be at group B 	<ul style="list-style-type: none"> - Read all single letter set 1 sounds - Blend sounds into words orally - Be at group C 	<ul style="list-style-type: none"> - Read set 1 special friends - Blend sounds to read words - 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 and words 	<ul style="list-style-type: none"> - Read Green or Purple storybooks - Read some set 2 sounds and words 	
Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.		<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	

Year 1	Word Reading Read Write Inc	<p>Children are to review their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are to revise reading words containing set 2 sounds, including longer words</p> <p>Children can read words containing set 1 sounds speedily (particularly word time 1.6-1.7)</p> <p>To spell using Fred Fingers</p> <p>To recall previous Red Words and be exposed to new Red words: to, go, baby, paint</p>	<p>Review set 2 sounds, particularly: ar, or, air, ir, ou, oy</p> <p>Children build speed of reading words containing set 2 sounds, including longer words</p> <p>Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e</p> <p>To spell using Fred Fingers (set 2)</p> <p>To recall previous Red Words and be exposed to new Red words: all, like, I've, want, call, we, her, she, washing, some, so</p>	<p>Children to build speed of reading words containing set 1, 2 and the following set 3 sounds, including longer words (ea, oi, a-e, i-e, o-e, u-e, ee)</p> <p>Children are taught the rest of the set 3 sounds</p> <p>To read set 1 and 2 nonsense words containing 4/5 sounds</p> <p>To spell using Fred Fingers (set 2)</p> <p>To recall previous Red Words and be exposed to new Red words: what, they, do, old, was</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds, including longer words</p> <p>Begin to read multisyllabic words</p> <p>To spell using Fred Fingers (set 2 and 3)</p> <p>To recall previous Red Words and be exposed to new Red words: saw, watch, school, watches, small, their, were, who, tall, one, brother, I'm, there, fall, any, where, wall</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds, including longer words</p> <p>Read multisyllabic words with increased accuracy</p> <p>To spell using Fred Fingers (set 2 and 3)</p> <p>To recall previous Red Words and be exposed to new Red words: saw, watch, school, watches, small, their, were, who, tall, one, brother, I'm, there, fall, any, where, wall</p>	<p>Children to read words containing set 1, 2 and 3 sounds speedily, including longer words</p> <p>Read multisyllabic words with increased accuracy and pace</p> <p>To spell using Fred Fingers (set 2 and 3)</p> <p>To recall previous Red Words and be exposed to new Red words: does, other, two, could, ball, would, wash, water, anyone, over, wasn't, through, once, son, whole, people</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>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>Children can read at a pace of 60 words per minute.</p>	
		By the end of each half-term children should be able to:							
		<ul style="list-style-type: none"> - Be at the Purple reading level - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo) - Read some set 2 words 	<ul style="list-style-type: none"> - Be at the Pink reading level - Read all set 2 sounds speedily - Read all set 2 words - Read nonsense words containing set 2 sounds 	<ul style="list-style-type: none"> - Be at the Orange reading level - Read some set 3 sounds and words 	<ul style="list-style-type: none"> - Be at the Yellow reading level - Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e) - Read the above sounds in real words and nonsense words 	<ul style="list-style-type: none"> - Be at the Yellow reading level - Read all of the set 3 sounds - To read the first 6 set 3 sounds speedily - Read 60/70 words per minute 	<ul style="list-style-type: none"> - Be at the Blue reading level - Read all of the set 3 sounds speedily - Read 70 words per minute 		
<p>Throughout Year 1 children are expected to:</p> <p>Read sentences linked to phonic knowledge and ability</p> <p>Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes)</p> <p>Read Year 1 common exception words</p>									
Comprehension	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions verbally with more independence and in simple written form e.g. multi-choice. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. – - To make inferences on the basis of what is said and done. - To answer a range of questions, in simple, written form. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. 					

Year 2	Word Reading Read Write Inc	<p>Children to read words containing set 1, 2 and 3 sounds speedily</p> <p>Read multisyllabic words with accuracy and pace</p> <p>To spell using Fred Fingers (set 2 and 3)</p> <p>To recall previous Red Words and be exposed to new Red words: does, other, two, could, ball, would, wash, water, anyone, over, wasn't, through, once, son, whole, people</p>	<p>Recap any missing sound gaps and build fluency when reading stories</p> <p>Read multisyllabic words with accuracy and pace</p> <p>Read unfamiliar multisyllabic words</p> <p>To recall previous Red Words and be exposed to new Red words: should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear</p>	<p>Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately</p> <p>To recall previous Red Words and be exposed to new Red words: should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear</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. 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>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>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.</p>	
		By the end of each half-term children should be able to:					
		<ul style="list-style-type: none"> - Read at the Blue level with increased fluency and comprehension - Read all of the set 3 sounds speedily. - Read 70/80 words per minute 	<ul style="list-style-type: none"> - Read at the Grey level. - Read all of the set 3 sounds speedily - Read 80 words per minute - Read multisyllabic words speedily 	<ul style="list-style-type: none"> - Read at the Grey level with increased fluency and comprehension - Read all of the 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 		
Comprehension	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences on the basis of what is said and done. (plus Autumn term objectives) 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form. (plus Autumn and Spring term objectives) 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p>			

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– both verbally and in written form
- Broaden their understanding of a range of ambitious vocabulary
- Recall the meanings and put words into context

Recognising simple recurring literary language in stories and poetry.
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
Discussing their favourite words and phrases.
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by:
Drawing on what they already know or on background information and vocabulary provided by the teacher
Checking that the text makes sense to them as they read, and correcting inaccurate reading
Making inferences on the basis of what is being said and done
Answering and asking questions
Predicting what might happen on the basis of what has been read so far.
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.