

Read Write Inc

Progression Term by Term

Read Write Inc. is closely matched to the Statutory Framework for the Early Years Foundation Stage

Statutory Framework for the Early Years Foundation Stage (Including YR)	Read Write Inc. Phonics
Communication and language	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.
<i>Listening and attention – ‘Children listen attentively in a range of situations. They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.’</i>	<p>Class teacher plans, organises and runs storytimes, ensuring that children develop an awareness of vocabulary and phrasing as well as engaging with the content of stories in terms of characters, settings and events.</p> <p>Storytime sessions give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>
<i>Understanding – ‘Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.’</i>	The class teacher questions to encourage children to talk about stories that they have heard or read, and to expand their vocabulary along with their ideas.
<i>Speaking – ‘Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.’</i>	Class teachers encourage children to use new vocabulary, comment on events that are happening, and have happened, thereby developing their own narratives.

<p>Reading – ‘Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.’</p>	<p>Phonic knowledge is taught in the Speed sounds lessons and applied in the ‘ditty’ lessons. Children start reading simple sentences in the Red Ditty books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>They decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.</p> <p>Whole class story sessions give children access to fiction, non-fiction and poetry at a level beyond which they can read independently.</p>
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<p>Writing – ‘Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.’</p>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k * Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives.</p> <p>Through a detailed weekly plan, we ensure that chn can read and spell each sound with confidence.</p>
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Term	Speed Sounds
Autumn	Set 1 single letter sounds - m a s d t i n p g o c k u b f e l h r j v y w z x Teach gaps in Set 1 single sounds Writing single letters and beginning to write single words
Spring	Teach gaps in Set 1 single letter sounds

	Red ditty group - ch, sh, th, ng, nk, qu ck Teach double consonants Teach words with 4/5 sounds Writing single words Pre Ditty Pages Red Ditty Books
Summer	Teach Set 2 sounds - ay, ee, igh, ow, oo, oo, Continue to review Set 1 sounds Writing simple captions Red Ditty Books Green Ditty books

Read Write Inc. is closely matched to the National Curriculum in England 2014 for **Year 1 and Year 2**

National Curriculum English programmes of study content	Read Write Inc. Phonics
Spoken language [for Years 1-6]	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.
<i>Pupils should be taught to:</i>	Throughout all speed sound and ditty book sessions.
<i>'Listen and respond appropriately to adults and their peers.'</i>	
<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	
<i>'Use relevant strategies to build their vocabulary.'</i>	
<i>'Articulate and justify answers, arguments and opinions.'</i>	
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and</i>	

<i>exploring ideas. ‘</i>	
<i>‘Speak audibly and fluently with an increasing command of Standard English.’</i>	
<i>‘Participate in discussions, presentations, performances, role play, improvisations and debates.’</i>	
<i>‘Gain, maintain and monitor the interest of the listener(s).’</i>	
<i>‘Consider and evaluate different viewpoints, attending to and building on the contributions of others.’</i>	
<i>‘Select and use appropriate registers for effective communication.’</i>	

Reading – word reading – Year 1	
<i>‘Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.’</i>	Throughout speed sound and ditty book sessions.
<i>‘Read accurately by blending the sounds in words that contain the graphemes taught so far.’</i>	
<i>‘Read accurately words of two or more syllables that contain the same graphemes as above.’</i>	
<i>‘Read words containing common suffixes.’</i>	Throughout ditty book sessions.
<i>‘Read further common exception words.’</i>	The majority of these words are practised as Red words in Phonics (high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).
<i>‘Read most words quickly and accurately, without overt sounding and blending.’</i>	Throughout speed sound and ditty book sessions.
<i>‘Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.’</i>	
<i>‘Re-read these books to build up their fluency and confidence in word reading.’</i>	
Reading - word reading – Year 2	
<i>Pupils should be taught to:</i>	
<i>‘Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.’</i>	Throughout speed sound and ditty book sessions.
<i>‘Read accurately by blending the sounds in words that contain the graphemes taught so far.’</i>	

<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>	
<i>'Read words containing common suffixes.'</i>	Throughout ditty book sessions.
<i>'Read further common exception words.'</i>	
<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>	Continual reading practice through ditty books and additional texts within the teaching materials.
<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>	Range of fiction and non-fiction ditty books and additional texts within the teaching materials.
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Range of fiction and non-fiction ditty books. All texts are approached in a staged way, building confidence in reading.

Reading – comprehension – Year 1	
<i>'Develop pleasure in reading by:</i>	Ditty Book Sessions
<ul style="list-style-type: none"> <i>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.</i> 	
<ul style="list-style-type: none"> <i>Discussing the sequence of events in books and how items of information are related.</i> 	Throughout
<ul style="list-style-type: none"> <i>Becoming familiar with and retelling a wider range of stories.</i> 	Fiction texts for Year 1: Alexander and the Dragon So Much! Oliver's Vegetables The Holy Man The Gingerbread Man The Little Red Hen The Tusk Fairy

	<p>The Three Billy Goats Gruff The Other Ark Betsi and the Mountain</p>
<ul style="list-style-type: none"> • <i>Being introduced to non-fiction books that are structured in different ways.</i> 	<p>Non Fiction texts for Year 1 include: Materials Meerkats A Visit to the Farm</p>
<ul style="list-style-type: none"> • <i>Recognising simple recurring literary language in stories and poetry.</i> 	<p>Throughout ditty book sessions.</p>
<ul style="list-style-type: none"> • <i>Discussing and clarifying the meanings of words.</i> 	
<ul style="list-style-type: none"> • <i>Discussing their favourite words and phrases.</i> 	
<ul style="list-style-type: none"> • <i>Continuing to build up a repertoire of poems learnt by heart.'</i> 	<p>Throughout, including: Chocolate Cake Don't The Train Ride Poems about the Seasons Poems about the Senses</p>
<p><i>'Understand books by:</i></p> <ul style="list-style-type: none"> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i> 	<p>Throughout ditty book sessions.</p>
<ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i> 	
<ul style="list-style-type: none"> • <i>Making inferences on the basis of what is being said and done.</i> 	
<ul style="list-style-type: none"> • <i>Answering and asking questions.</i> 	
<ul style="list-style-type: none"> • <i>Predicting what might happen on the basis of what has been read so far.'</i> 	
<p><i>'Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.'</i></p>	<p>Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime.</p>

'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'	Throughout
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Reading – comprehension – Year 2	
Pupils should be taught to:	
'Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
<ul style="list-style-type: none"> 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. 	Year 2. All literacy units cover a variety of fiction and non-fiction texts.
<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related. 	Discussion about sequence of events and how information is related, is built into the teaching process in all units.
<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. 	<p>Fiction texts for Year 2:</p> <p><i> Foiled Again The Little Red Hen – Recap from Yr 1 Asha in the Attic The Ravenous Beast The Last Noo Noo The Worst Witch The Frog Prince Nat Fantastic Little Red Riding Hood Horrid Henry The Rainbow Fish Darkness Slipped In</i></p> <p><i>A range of teacher produced texts are utilised over the year.</i></p>

<ul style="list-style-type: none"> • <i>Being introduced to non-fiction books that are structured in different ways.</i> 	<p>Non-fiction texts for Year 2, all of which are structured in different ways:</p> <p>How to Catch a Stone Giant How to Catch a Water Goblin Nocturnal Animals The Storm Unicorn The Teacher Pleaser</p> <p><i>A range of teacher produced texts are utilised over the year.</i></p>
<ul style="list-style-type: none"> • <i>Recognising simple recurring literary language in stories and poetry.</i> 	<p>Year 2 focuses on repetition, rhythm and rhyme in poetry. Year 2 focus on phrases used in fairy tales.</p>
<ul style="list-style-type: none"> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i> 	<p>Vocabulary development throughout the Year 2 programme, triggered from texts but expanding to cover other sources and ideas</p>
<ul style="list-style-type: none"> • <i>Discussing their favourite words and phrases.</i> 	<p>Identification and discussion of favourite words and phrases is an integral part of the teaching programme and included in all activities.</p>
<ul style="list-style-type: none"> • <i>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.'</i> 	<p>Reading poetry with appropriate expression and intonation, leading to group performance of poetry learnt by heart and with appropriate gestures, pace, volume, pauses and intonation.</p>
<p><i>'Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p>	<p>Throughout the programme.</p>
<ul style="list-style-type: none"> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i> 	<p>Taught through all new texts.</p>
<ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i> 	
<ul style="list-style-type: none"> • <i>Making inferences on the basis of what is being said and done.</i> 	
<ul style="list-style-type: none"> • <i>Answering and asking questions.</i> 	

<ul style="list-style-type: none"> • <i>Predicting what might happen on the basis of what has been read so far.</i> 	
<i>'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.'</i>	Discussion is an integral part of the programme. Rules for discussion are clearly set out for the whole programme, ensuring children learn how to speak, listen and discuss with a partner, in a group and in a whole-class situation.
<i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i>	As above. Children are encouraged to discuss other texts that they have read and listened to which link to those they are studying in the programme.

Year 1

Term	Speed Sounds
Autumn	Teach all Set 2 sounds - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Continue to review Set 1 sounds Writing simple captions Green Ditty Books Purple Ditty Books
Spring	Teach all Set 3 sounds - ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Teach gaps in Set 2 sounds Writing simple sentences Continue to Review Set 1 sounds Pink Ditty Books Orange Ditty Books
Summer	Teach sounds not covered by RWI Review all sounds in Set 2 and 3 Writing sentences with a range and alternative digraphs and trigraphs. Yellow Ditty Books Blue Ditty Books

Year 2

Term	Speed Sounds
Autumn	Review Set 3 sounds - ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Writing sentences with a range and alternative digraphs and trigraphs. Common Exception Words Blue Ditty Books Grey Ditty Books
Spring	Review Set 3 sounds as necessary, including those not taught in the RWI scheme - ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Writing statements, exclamations, questions and commands. Common Exception Words Grey Ditty Books Cracking Comprehension
Summer	Literacy and Language - focus on NC spellings, handwriting, developing fluency and comprehension.