

Read, Write, Inc. Long Term Overview
(Whole School Progression)

- This document sets out the expected reading progression by the end of each half term within Read, Write, Inc. lessons.
- All children are grouped based on their phonic knowledge. RWI assessments are completed once every half term (6 times a year) and children are grouped accordingly.
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Group B	Group C	Ditty	Red	Green	Green
Year 1	Purple	Pink	Orange	Yellow	Yellow	Blue
Year 2	Blue	Grey	Grey	Literary Leaves		

Groups A, B, C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Learn Set 1 Single Sounds	Learn Set 1 Single Sounds with a focus on digraphs	Review all Set 1 sounds	Teach Set 2 sounds	Teach Set 2 sounds	Teach Set 3 sounds	Teach Set 3 sounds	Review Set 1, 2 and 3 sounds	Review Set 2 and 3 sounds.	Consolidatio n of all sounds.
		Read Red Books	Read Green Books	Read Purple Books	Read Pink Books	Read Orange Books	Read Yellow Books	Read Blue Books	Read Grey Books

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Start of Autumn 1 - Baseline (Group A)		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End Of Year Expectations	
		Group B	Group C	Ditty	Red	Green	Green		
YR	Word Reading	Children are taught their Set 1 sounds: <i>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</i>	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Children are taught to blend sounds into words orally Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds. 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). To be exposed to some common exception words: <i>put, the, l, no, of, my, for, he</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	Read GREEN or PURPLE storybooks. Read some set 2 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. Use phonic knowledge to compose simple sentences.	
		By the end of each half-term children should be able to:							Comprehension: 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.
		- read all set 1 sounds	- read all set 1 sounds - blend sounds into words orally - begin to read 3 single sound words independently	- blend sounds to read words - read short ditty stories	- read RED story books	- read GREEN storybooks. - read some set 2 sounds.	- read GREEN or PURPLE storybooks. - read some set 2 sounds.		

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End Of Year Expectations	
		Purple	Pink	Orange	Yellow	Yellow	Blue		
Y1	Word Reading	<p>Children are taught their set 2 sounds:</p> <p><i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>Children are taught to read words containing set 2 sounds.</p> <p>Children build speed of reading words containing set 1 sounds, (word time 1.6-1.7)</p>	<p>Review set 2 sounds, particularly:</p> <p><i>ar, or, air, ir, ou, oy</i></p> <p>Children build speed of reading words containing these set 2 sounds:</p> <p><i>ay, ee, igh, ow, oo, oo</i></p> <p>Children are taught set 3 sounds:</p> <p><i>ea, oi, a-e, i-e, o-e, u-e, e-e</i></p>	<p>Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds</p> <p><i>ea, oi, a-e, i-e, o-e, u-e, ee</i></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 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 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. Reread these books to build up their fluency and confidence in word reading.</p>	
		By the end of each half-term children should be able to:							Children can read at a pace of 60 words per minute.
		- read PURPLE storybooks. - read the first 6 set 2 sounds speedily.	- 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 60/70 words per minute.	- read BLUE storybooks. - read all of set 3 sounds speedily. - read 70 words per minute.	Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - 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.	

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End Of Year Expectations
		Blue	Grey	Grey	Literary Leaves - End of Year Expectations			<p>Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>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</p> <p>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.</p>
Y2	Word Reading	Children to read words containing set 1, 2 and 3 sounds speedily.	Recap any missing sound gaps and build fluency when reading stories.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.			
		Read multisyllabic words accuracy and pace.	Read multisyllabic words accuracy and pace.	<p style="background-color: yellow; display: inline-block; padding: 2px;">Children on track for expected will complete the programme at the end of Spring 1.</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>By the end of each half- 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>			
		By the end of each half-term children should be able to:			<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.</p> <p>They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>			
		<ul style="list-style-type: none"> - read BLUE storybooks with increased fluency and comprehension. - read all of set 3 sounds speedily. - read 70/80 words per minute. 	<ul style="list-style-type: none"> - read GREY storybooks. - Read all of set 3 sounds speedily. - read 80 words per minute. - read multisyllabic words speedily. 	<ul style="list-style-type: none"> - read GREY storybooks with increased fluency and comprehension. - read all of set 3 sounds speedily. - read 80/90+ words per minute. - read multisyllabic words speedily. 				