

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

We teach phonics daily across the EYFS and KS1 (after initial baseline assessments are complete in the Autumn Term in the EYFS). 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 the Set 1 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, th, ch, qu, ng, nk, sh	Recap on Set 1 special friends: th, ch, qu, ng, nk, sh 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: th, ch, qu, ng, nk, sh Secure blending of words with special friends (word time 1.5 and 1.6)	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: l, the, go, my, no, me, put, of	Children are taught Set 2 sounds ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy 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.	<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:						
		-Read all single-letter Set 1 sounds	-Read all Set 1 sounds -Blend sounds into words orally	-Blend sounds to read words -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 the Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Review Set 2 sounds, particularly: ar, or, air, ir, ou, oy	Children to build speed of reading words containing Set 1, Set 2 and the following Set 3 sounds: ea, oi, a-e, i-e, o-e, ue, e-e	Children to build speed of reading words containing Set 1, 2, 3 sounds: 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	Children to build speed of reading words containing Set 1, 2 and 3 sounds and additional sounds: ue, ie, au, e-e, e, kn, ck, wh, ph	Children to read words containing Set 1, 2, 3 and additional sounds speedily.	<ul style="list-style-type: none"> • 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. 		
		Children are taught to read words containing Set 2 sounds.	Children build speed of reading words containing these Set 2 sounds: ay, ee, igh, ow, oo, oo	Children are taught the rest of the Set 3 sounds.	Begin to read multisyllabic words, including words with suffix endings.	Read multisyllabic words with increased accuracy.	Read multisyllabic words with increased accuracy and pace.			
		Children build speed of reading words containing Set 1 sounds, particularly word time 1.6-1.7	Children are taught Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	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 -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 and additional 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, 3 and additional 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 and additional 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.			<ul style="list-style-type: none"> 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 and additional sounds speedily -Read 70/80 words per minute	-Read Grey storybooks -Read all Set 3 and additional sounds speedily -Read 80 words per minute -Read multisyllabic words speedily	-Read Grey storybooks with increased fluency and comprehension -Read all Set 3 and additional 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 Comprehension	<i>Once children have completed the Read, Write, Inc phonics program, they move on to the RWInc Comprehension program, which includes, but is not limited to the following reading activities:</i>				
	Introduction	Read the text	Quick Check Questions	Questions to talk about	Ask a question
	<ul style="list-style-type: none"> • Introduce story / text • Motivate children to read • Provide background information • Make links to real life 	<ul style="list-style-type: none"> • Encourage children to work out unfamiliar words using sounds and syllables 	<ul style="list-style-type: none"> • Check children's literal understanding of the text • Help children understand possible misconceptions of the passage 	<ul style="list-style-type: none"> • Help children gain greater understanding of the text • To build links in the text from introduction • Find answers to questions that are literal and to those that infer 	<ul style="list-style-type: none"> • Help children to make sense of what they read • For children to understand how we question, check and confirm our understanding of the passage

Progression of phonics through the Read, Write, Inc programme:

			Home reading books
Reception children:	From September: All children have the picture books (white level) and the green Set 1 speeds sound book.	Autumn Term: When children can orally blend and know majority of Set 1 sounds they take home Blending Books. When confident they are also given a Ditty Sheet.	Reception Spring Onwards: Children are assessed and now in RWInc groups. Children take home books matched to their RWInc assessments and are given the yellow Set 2 speed sounds book.
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.		<ul style="list-style-type: none"> • Wordless books from white book banded book selection. • Sound Blending Books • White banded book
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.		
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.		
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		
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 book selected by lead adult linked to this week's RWInc text and self-selected book banded book.
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 Children practice speedy and story green words related to their current story book, as well as red words		Green RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.
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 Children practice speedy and story green words related to their current story book, as well as red words.		Purple RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.
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 Children practice speedy and story green words related to their current story book, as well as red words.		Pink RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.



<p>Orange Group</p>	<p>Children are able to read Set 2 sounds ay, ee, igh, ow, oo, oo and ar, or, air, ir, ou, oy 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</p>	<p>Orange RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.</p>
<p>Yellow Group</p>	<p>Children are able to read nonsense words and real words containing Set 1 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, ue, ie, au, e-e, e, kn, ck, wh, ph Reading speed of 60/70 words per minute (wpm).</p>	<p>Yellow RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.</p>
<p>Blue Group</p>	<p>Children are able to read most Set 3 and additional 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.</p>	<p>Blue RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.</p>
<p>Grey Group</p>	<p>Children are able to read all Set 3 and additional 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, ue, ie, au, e-e, e, kn, ck, wh, ph Children can read nonsense words containing Set 3 sound speedily. Reading speed of 80/90+ words per minute (wpm).</p>	<p>Grey RWI Book Bag book selected by lead adult linked to this week's RWInc text and self-selected book banded book.</p>
<p>Reading Comprehension</p>	<p>Read Write Inc. Comprehension supports children's reading fluency and comprehension. There are 20 modules in the programme, each with two texts – one fiction and non-fiction.</p>	<p>2 x Gold banded books (self-selected)</p>

RWInc Lead: **Victoria Bright** Last Updated: **February 2025**