

| Reception | On entry | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End of year expectations |
|---|--|--|--|---|--|--|--|--|
| | | Teach Set 1 single letter sounds and Word Time 1.1-1.3 | Recap Set 1 single letter sounds and teach Set 1 digraphs. Teach Word Time 1.4 - 1.5 | Recap Set 1 single letter sounds and Set 1 digraphs. Teach Word Time 1.6 and 1.7. Teach Ditty photocopy masters 1-10. | Recap all Set 1 sounds and Word Time 1.1-1.7 Teach Red Ditty books. Teach Red words: the, l, no, of, my, for, he | Teach Set 2 sounds and words. Teach Green books. Recap previous Red words and teach: your, said, you, be, are. | Teach Set 2 sounds and words. Teach Green or Purple books. Recap previous Red words and teach: to, me, go, baby. | 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 making expected progress will be able to: | | | | | | | | |
| Demonstrate age-appropriate listening skills. Read up to 16 Set 1 sounds | Read all Set 1 single letter sounds. Blend sounds orally. | Read all Set 1 single letter sounds and digraphs. Read Sound Blending book 4. | Read all Set 1 sounds speedily. Read Sound blending book 8-10. | Read all Set 1 sounds speedily. Read Red Book Bag Books. | Read all Set 1 sounds speedily and some Set 2 sounds. Read Green Book Bag book. | Read all Set 1 sounds speedily and most Set 2 sounds. Read Green or Purple Book Bag book. | Read all Set 1 sounds speedily and most Set 2 sounds. Blend words with Set 2 sounds. Speedily read words with Set 1 sounds. | |

| Year 1 | On entry | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End of year expectations |
|--|--|--|---|---|---|--|--|--|
| | | Recap Set 1 & 2 sounds and words. Recap Purple books. Recap previous Red words: to, me, go, baby. | Recap Set 1 & 2 sounds and words. Teach Pink books. Teach Set 3 sounds and words. Recap previous Red words and teach: all, like, I've, want, call, her, we, she, some, so. | Recap Set 1 & 2 sounds and words. Teach Orange books. Recap Set 3 sounds and words taught so far. Teach the remaining Set 3 sounds and words. Recap previous Red words and teach: old, was | Recap Set 1& 2 sounds and words. Teach Yellow books. Recap Set 3 sounds and words taught so far. Teach the remaining Set 3 sounds and words. Recap previous Red words and teach: saw, watch, watches, school, small, their, were, who, tall, one, brother, I'm, there, any, there. | Recap Set 1 & 2 sounds and words. Teach Yellow or Blue books. Recap Set 3 sounds and words taught so far. Teach gaps in Set 3 sounds and words. Recap previous Red words and teach: does, other, two, could, ball, would, water, wash, anyone, over, wasn't, through, once, son, whole people. | Recap Set 1, 2 & 3 sounds and words. Teach Blue or Grey books. Teach longer words. Teach fluency using whole school approach. | Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. Read at least 90% of Year 1 common exception words. Read words containing contractions e.g. we'll, I'm, she's. |
| By the end of each half term children making expected progress will be able to: | | | | | | | | |
| | Read all Set 1 sounds speedily and most Set 2 sounds. Speedily read words with Set 1 sounds. Blend words with Set 2 sounds. Read Green or Purple Book Bag book. | Read all Set 1 sounds speedily and most Set 2 sounds. Speedily read words with Set 1 sounds. Blend words with Set 2 sounds. Read Green or Purple Book Bag book. | Read all Set 1 sounds and the first 6 Set 2 speedily (ay, ee, igh, ow, oo, oo) Read the remaining Set 2 sounds and blend words with these sounds. Read a Pink Book Bag book. | Read all Set 1 and 2 sounds speedily. Read some Set 3 sounds and blend words with these sounds. Read an Orange Book Bag book. | Read all Set 1 and 2 sounds speedily. Read most Set 3 sounds and blend words with these sounds. Read Yellow Book Bag book. | Read all Set 1, Set 2 and the first 6 Set 3 sounds speedily (ea, oi, a-e, l-e, o-e, u-e). Read a Yellow or Blue Book Bag book. Read at 60-70+ words per minute. Attempt to read with intonation to show comprehension. | Read all Set 1, 2 and 3 sounds speedily. Read a Blue or Grey Book Bag book. Read at 70-80+ words per minute. Attempt to read with intonation to show comprehension. | Read all Set 1, 2 and 3 sounds and words speedily. Read Red words taught so far. Blend and read longer words. Read with some intonation and at 70-80+ words per minute. Read a Blue or Grey book bag book. |

| Year 2 | On entry | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End of year expectations |
|--|--|--|--|--|--|--|--|---|
| | | Recap Set 1, 2 & 3 sounds and words. Teach Blue or Grey books. Teach longer words. Teach fluency using whole school approach. | Recap Set 1, 2 & 3 sounds and words. Teach Grey books. Teach longer words. Teach fluency using whole school approach. | Teach Complex Speed sound chart. Teach Year 2 common exception words. Teach fluency using whole school approach. | Teach Complex Speed sound chart. Teach Year 2 common exception words. Teach fluency using whole school approach. | Teach Complex Speed sound chart. Teach Year 2 common exception words. Teach fluency using whole school approach. | Teach Complex Speed sound chart. Teach Year 2 common exception words. Teach fluency using whole school approach. | Read accurately words of two or more syllables. Apply phonic knowledge and skills as the main route to decoding unfamiliar words. Read most words containing common suffixes. Read at least 90% of common exception words. |
| By the end of each half term children making expected progress will be able to: | | | | | | | | |
| | Read all Set 1, 2 and 3 sounds and words speedily. Read Red words taught so far. Blend and read longer words. Read with some intonation and at 70-80+ words per minute. Read a Blue or Grey Book bag book. | Read all Set 1, 2 and 3 sounds and words speedily. Read Red words taught so far. Blend and read longer words. Read with some intonation and at 70-80+ words per minute. Read a Blue or Grey Book bag book. | Read all Set 1, 2 and 3 sounds and words speedily. Read Red words taught so far. Blend and read longer words. Read books at Grey RWI or beyond at 80-90+ words per minute. Read with intonation that shows some comprehension. | Read Level 8 (Purple) book with at least 95% accuracy and at 80-90+ words per minute. | Read Level 9 (Gold) book with at least 95% accuracy and at 80-90+ words per minute. | Read Level 10 (White) book with at least 95% accuracy and at 80-90+ words per minute. | Read Level 11 (Lime) book with at least 95% accuracy and at 80-90+ words per minute. | Read books at level 9 (Gold) or above with at least 95% accuracy. Read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text (at approximately 90 words per minute). Sound out most unfamiliar words accurately. |

| | Applying Phonics | Reading Accurately with Fluency and Understanding | Vocabulary |
|----------|--|--|---|
| Autumn 1 | <ul style="list-style-type: none"> -Understand the importance of decoding words automatically (<i>Fred in your Head/Speedy Reading</i>) and that some words cannot be decoded with phonic strategies (<i>red words</i>). -Use the graphemes taught to blend sounds (<i>Set 1, 2 and 3 sounds</i>). -Know that phonemes may be represented by different graphemes. | <ul style="list-style-type: none"> -Know that the purpose of reading is to make meaning. | <ul style="list-style-type: none"> -Know that there is a range of decoding strategies. |
| Autumn 2 | <ul style="list-style-type: none"> -Know that familiar words do not need to be sounded out and blended (<i>Speedy Reading</i>). -Read these words automatically and accurately without sounding or blending. -Read words with common suffixes: <i>ed, ing, er, est</i>. | <ul style="list-style-type: none"> -Check that the text makes sense and re-read when meaning is lost. | <ul style="list-style-type: none"> -Use a range of decoding strategies to read unfamiliar words. |
| Spring 1 | <ul style="list-style-type: none"> -Know that the same grapheme may be read in different ways. -Recognise alternatives and consider which will make more sense. -Recognise syllables in words and know that breaking words into syllables helps fluent decoding. -Read words with common suffixes: <i>ment, ness, ful, less, ly</i>. | <ul style="list-style-type: none"> -Self-correct when the meaning is lost. | <ul style="list-style-type: none"> -Use prior knowledge and reading experiences to understand texts and the meaning of unfamiliar words. |
| Spring 2 | <ul style="list-style-type: none"> -Know that other strategies can be used to read unfamiliar words. -Use other strategies to support fluent decoding. -Read most common exception words. | | <ul style="list-style-type: none"> -Use the context to understand texts and the meaning of unfamiliar words. |
| Summer 1 | <ul style="list-style-type: none"> -Read words of two or more syllables accurately. -Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | | <ul style="list-style-type: none"> -Ask questions to clarify understanding. |
| Summer 2 | <ul style="list-style-type: none"> -Read books closely matched to phonic knowledge fluently and confidently. | | <ul style="list-style-type: none"> -Consolidate all prior taught knowledge and skills. |

| Year 3 | On entry | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End of year expectations |
|--|--|---|---|---|---|---|---|---|
| | | Teach Year 3 common exception words. Teach fluency using whole-school approach. | Teach Year 3 common exception words. Teach fluency using whole-school approach. | Teach Year 3 common exception words. Teach fluency using whole-school approach. | Teach Year 3 common exception words. Teach fluency using whole-school approach. | Teach Year 3 common exception words. Teach fluency using whole-school approach. | Teach Year 3 common exception words. Teach fluency using whole-school approach. | Read multisyllabic words found in age-appropriate texts. Read words that contain common prefixes and suffixes. Apply phonics skills previously taught as the main route to tackle new vocabulary. |
| By the end of each half term children making expected progress will be able to: | | | | | | | | |
| | Read books at level 9 (Gold) or above with at least 95% accuracy. Read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text (at approximately 90 words per minute). Sound out most unfamiliar words accurately. Read accurately words of two or more syllables. Apply phonic knowledge and skills as the main route to decoding unfamiliar words. Read most words containing common suffixes. Read at least 90% of common exception words. | Read books at level 8 (brown) with at least 95% accuracy. | Read books at level 9 (brown) with at least 95% accuracy. | Read books at level 9 or 10 (brown) with at least 95% accuracy. | Read books at level 10 (brown) with at least 95% accuracy. | Read books at level 10 or 11 (brown) with at least 95% accuracy. | Read books at level 11 (brown) with at least 95% accuracy. | Read books at level 11 (brown) or above with at least 95% accuracy. Read accurately and fluently, a range of age-related texts, which include unfamiliar words. |

| | Applying Phonics | Vocabulary |
|----------|---|--|
| Autumn 1 | <ul style="list-style-type: none"> -Know that phonics is one strategy to read words: <i>'fred talk'</i>. -Know when phonic strategies will help to read a word and when they will not: <i>'green and red words'</i>. -Know what a root word is. -Understand how to use root words to help to read unfamiliar words. | <ul style="list-style-type: none"> -Know that there will be unfamiliar words in a text. -Identify any words that are unfamiliar. -Use root words to help to read and understand familiar words. |
| Autumn 2 | <ul style="list-style-type: none"> -Know what prefixes and suffixes are. -Understand how prefixes and suffixes can change the meaning of a word: <i>pre, dis, mis, re</i>. | <ul style="list-style-type: none"> -Use prefixes and suffixes to read and understand the meaning of unfamiliar words. |
| Spring 1 | <ul style="list-style-type: none"> -Apply knowledge of root words, prefixes and suffixes to read aloud unfamiliar words. -Know that some words may have a similar pronunciation but may be written differently. -Know that some of these are unusual. | |
| Spring 2 | <ul style="list-style-type: none"> -Use knowledge of unusual phoneme/grapheme correspondences to help to read unfamiliar words. -Know that unfamiliar words can be read by using knowledge of similar words (analogy). | |
| Summer 1 | <ul style="list-style-type: none"> -Understand how prefixes and suffixes can change the meaning of a word: <i>sub, tele, super, auto, less</i>. -Use prefixes and suffixes to read and understand the meaning of unfamiliar words. | |
| Summer 2 | <ul style="list-style-type: none"> -Understand how prefixes and suffixes can change the meaning of a word: <i>ly</i>. -Use prefixes and suffixes to read and understand the meaning of unfamiliar words. -Use analogy, drawing on pronunciation of similar known words to read others. | |

Red Words with circled graphemes

I the you your said was
are of want what they to
he* me* we* she* be*
no* so* go* old* her* baby*
do does all call tall small
many any one anyone some come
watch who where there here were
brother other mother father love above
two once buy worse walk talk
bought caught through thought whole wear
could would should great saw* why*
now* how* down* over*
my* by* son water school* ball
everyone their people put

(* = red for a while)

Simple Speed Sounds Chart

Consonant sounds – stretchy

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds – bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds – bouncy

| | | | | | | | | |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

Vowel sounds – stretchy

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Complex Speed Sounds Chart

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti | | nk |
| ph | le | mb | kn | wr | se | | s | ci | | |
| | | | gn | | c | | se | | | |
| | | | | | ce | | | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| bb | k | dd | gg | | g | pp | | tt | wh | | | tch |
| | ck | | gu | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | y | ie | oa |
| | | | | | a | ea | i | o |
| | | | | | | e | y | oe |

| | | | | | | | | | | |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> | | | oor | are | ur | ow | oi | | | |
| ue | | | ore | | er | | | | | |
| ew | | | aw | | | | | | | |
| | | | au | | | | | | | |

| Set 1 sounds | Set 2 sounds | Set 3 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 sh th ch qu ng nk ff ll ck ss | ay ee igh ow oo oo ar or air ir ou oy | Ea oi a-e l-e o-e u-e aw air ur er ow ai oa ew ire ear ure tion tious cious au ee ue ie ph wh kn |

Read Write Inc Storybook and Book Bag book progression

Please read *Complete list of Read Write Inc Phonics reading books* for detailed progression information.

| | | | | | | | | | | |
|--------------------------------|-----------------------|---------------------------|-------------------|---------------------|----------------------|--------------------|----------------------|----------------------|--------------------|--------------------|
| Teach in School | Word time 1.1-1.3 | Word time 1.4 - 1.7 | Red Ditty Books | Green Storybooks | Purple Storybooks | Pink Storybooks | Orange Storybooks | Yellow Storybooks | Blue Storybooks | Grey Storybooks |
| Practice in school and at home | My Speed Sounds Books | Sound blending books 1-10 | Red Book Bag Book | Green Book Bag Book | Purple Book Bag Book | Pink Book Bag Book | Orange Book Bag Book | Yellow Book Bag Book | Blue Book Bag Book | Grey Book Bag Book |

KS1 Oxford Reading Levels and Book Band progression (bridging scheme)

| | | | | |
|--------------|---------|---------|----------|----------|
| Oxford Level | Level 8 | Level 9 | Level 10 | Level 11 |
| Book Band | Purple | Gold | White | Lime |

KS2 Oxford Reading Levels and Book Band progression (bridging scheme for Year 3)

| | | | | |
|--------------|---------|---------|----------|----------|
| Oxford Level | Level 8 | Level 9 | Level 10 | Level 11 |
| Book Band | Brown | Brown | Brown | Brown |

Year 4, Year 5 and Year 6 choose from age-appropriate library books.

Our whole school approach to fluency development

Read Three Ways

I Read- The teacher is the expert reader and needs to model overt or 'over the top' fluency. This is where we breathe life into the text and build anticipation and pleasure.

- Modelled full, **uninterrupted** read of the text by the teacher
- Could be just a page to set the tone of the passage or could be the passage in full (This will depend on the age and expertise of the cohort)
- To ensure that all children are following and '**tracking**' the text as you read, introduce a 'click' On this signal, pupils will all read the following word or phrase.

We Read- This is the children's reading lesson and they need to be doing the reading in EVERY lesson. For some it may be their only reading opportunity during the day.

- **Paired reading**- Ask children to re-read the text paragraph by paragraph to their partner.
- **Control the game**- Cold call on pupils to take over reading the text aloud. Make sure that the changes are unpredictable e.g. read a sentence or two or read a paragraph. Read the text for yourself beforehand and identify the simpler passages that you are going to call upon your least fluent to read aloud. Also, identify the trickier passages to read or comprehend and this is where the teacher will need to jump back in and do some **bridging** to keep comprehension.
- **Choral Reading**- There may be some passages that would be good to ask the whole class to read aloud together. Alternatively, select one table at a time to read aloud a part of the passage at the same time, matching each others' reading rate.
- **Echo Reading**- This works well for younger readers. The teacher reads a short phrase or sentence with good prosody and the child will echo it back. It can also be used to correct a less fluent reader during control the game e.g. my turn- your turn again.
- **Readers Theatre**- There may be a good section of your text that is direct speech. This is an excellent opportunity to turn the text into a play script, giving each pair or small group a character to perform aloud.

You Read- Children need to become comfortable with silent reading independently and need to get into their 'Reading Zone' in order to completely absorb the text.

- Ask children to go back to the beginning again and read independently. Give them a focus here and start to key them in to the focus of the reading session e.g. we are going to be retrieving information about ... today. As you read, see if you can pick out three key facts about...
- Alternatively, for older or more capable readers, the 'you do' part of the session may involve the children reading the next section of text independently in order to complete their task.

Year 2 common exception words

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year 3 and 4 common exception words

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.

Year 2 Reading Timetable

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------------------------------------|----------------------------|------------------|--|
| Phonics | | | | |
| Fluency- Reading their decodable book/ A well matched book | | | | |
| Fluency Practice | Close Reading Skill/Strategy Session | Extended Reading Core Text | Fluency Practice | Extended Reading (Non-fiction or poetry) |
| Storytime | | | | |

Year 3 and 4 Reading Timetable

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|----------------------------|--|--|--|
| Fluency - Additional paired reading with an adult for the most vulnerable readers | | | | |
| Fluency Practice | Extended Reading Core Text | Close Reading Skill/Strategy Session Core Text | Extended Reading (Non-fiction or poetry) | Close Reading Skill/Strategy Session (Non-Fiction or poetry) |
| Storytime | | | | |

Year 5 and 6 Reading Timetable

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|----------------------------|----------------------------|--|--|
| Fluency – Additional paired reading with an adult for the most vulnerable readers | | | | |
| Close Reading Skill/Strategy Session | Extended Reading Core Text | Extended Reading Core Text | Close Reading Skill/Strategy Session (Non-Fiction or poetry) | Extended Reading (Non-fiction or poetry) |
| Storytime | | | | |