

## Reception, Year 1 and Year 2 Read, Write Inc Progression

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year Expectation
<p>Children are taught their Set 1 sounds</p> <p><b>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</b></p> <p>To be exposed to common exception words: <b>put, the, of, my, l, no</b></p>	<p>Recap on Set 1 special friends: <b>th, ch, qu, ng, nk</b></p> <p>Children are taught to blend sounds into words orally.</p> <p>Children are taught to blend single-letter sounds (<b>word time 1.1 - 1.4</b>)</p> <p>To be exposed to common exception words: <b>put, the, of, my, l, no, for, he</b></p>	<p>Recap on Set 1 special friends: <b>th, ch, qu, ng, nk</b></p> <p>Secure blending of words with special friends (<b>word time 1.5 and 1.6</b>)</p> <p>Recap common exception words: <b>put, the, of, my, l, no, for, he</b></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 to 5 sounds and consonant blends (<b>word time 1.6 and 1.7</b>) <b>put, the, of, my, l, no, for, he, your, said, you</b></p>	<p>Children are taught their Set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, air, ir, ou, oy</b></p> <p>To recall previous common exception words and be exposed to new common exception words: <b>put, the, of, my, l, no, for, he, your, said, you, are, be</b></p>	<p>Children are taught their Set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, air, ir, ou, oy</b></p> <p>Children are taught to blend words containing Set 2 sounds.</p> <p>Children to build on their fluency of reading words containing Set 1 sounds. Recap all common exception words <b>put, the, of, my, l, no, for, he, your, said, you, are, be</b></p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>
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	Read <b>Red</b> storybooks	Read Green storybooks Read some set 2 sounds	Read <b>Green</b> storybooks Read some set 2 sounds	Read <b>Green</b> or <b>Purple</b> storybooks Read some set 2 sounds	

Reception	Comprehension	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year Expectation
		<p>Listening comprehension of instructions.</p> <p>Immerse children in topic related/unfamiliar vocabulary.</p>		<p>Retrieval comprehension through verbal guided questioning.</p> <p>Expect children to use given vocabulary in appropriate context.</p>		<p>Simple inference-based comprehension through verbal guided questioning.</p> <p>Verbal, simple predictions.</p> <p>Recall simple definitions for given vocabulary.</p>		<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p>

Year 1	Word Reading.	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year Expectation	
		<p>Children are taught their Set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, air, ir, ou, oy</b></p> <p>Children are taught to blend words containing Set 2 sounds.</p> <p>Children to build on their fluency of reading words containing Set 1 sounds, particularly <b>word time 1.6 - 1.7</b></p> <p>To be exposed to common exception words: <b>put, the, of, my, I, no, for, he, your, said, you, are, be, me, go, baby, to, paint,</b></p>	<p>Review Set 2 sounds, particularly: <b>ar, or, air, ir, ou, oy</b></p> <p>Children build speed of reading words containing these Set 2 sounds: <b>ay, ee, igh, ow, oo, oo</b></p> <p>Children are taught the rest of the Set 3 sounds.</p> <p>To be exposed to common exception words: <b>Term 1 red words plus: all, like, i've, call, her, want, we, she, her, some, I'm</b></p>	<p>Children to build their speed of reading words containing Set 1 and 2 sounds and the following Set 3 sounds (<b>ea, oi, a-e, i-e, o-e, u-e, e-e</b>).</p> <p>Children are taught the rest of the Set 3 sounds.</p> <p>To be exposed to common exception words: <b>Term 1 &amp; 2 plus: what, do, they, old, I'll, was, so,</b></p>	<p>Children to build their 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>To be exposed to common exception words: <b>Terms 1-3 plus saw, watch, school, small, their, were, wall, who, tall, brother, there, fall,</b></p>	<p>Children to build their speed of reading words, containing Set 1, 2 and 3 sounds.</p> <p>Read multisyllabic words with increased accuracy.</p> <p>To be exposed to common exception words: <b>Terms 1 - 4 plus does, were, one, any, where, other, two, could, ball, water, would, anyone, over, wasn't, through, once, son, whole, people,</b></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>To be exposed to common exception words: <b>Terms 1 - 5 plus: should, many, are, two, mother,</b></p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sounds 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 correspondence between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -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 and 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:							
		Read <b>Purple</b> storybooks. Read the first six Set 2 sounds	Read <b>Pink</b> storybooks. Read all Set 2 sounds	Read <b>Orange</b> storybooks Read some set 3 sounds	Read <b>Yellow</b> storybooks Read some set 3 sounds	Read <b>Blue</b> storybooks Read all set 3 sounds	Read <b>Grey</b> storybooks Read all of Set 3 sounds		

		speedily (ay, ee, igh, ow, oo, oo)	speedily Read nonsense words containing 2 sounds	Read set 2 sounds within nonsense words	speedily: (ea, oi, a-e, e-e, i-e, o-e, u-e) Read above sounds in nonsense words.	Read 60/70 words per minute	speedily Read 70 words per minute	
<p><b>Throughout Year 1 children are expected to:</b>          Read sentences linked to their phonic knowledge and ability          Be exposed to a range of text types (fiction, non-fiction, poetry and rhymes)          Read Year 1 common exception words</p>								

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year Expectation
Year 1	Comprehension	<p>Children are taught specifically:</p> <p>To participate in discussion about what is being read to them To identify the title of the 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> <p>(Plus comprehension covered within Read, Write Inc - retrieval and discussion/explanation)</p>	<p>Children are taught specifically:</p> <p>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</p> <p>(Plus comprehension covered within Read, Write Inc - retrieval and discussion/explanation)</p>	<p>Children are taught specifically:</p> <p>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.</p> <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)</p>	<p>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. 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</p> <p>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.</p>			

					<p>Predicting what might happen on the basis of what has been read so far.</p> <p>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.</p>
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Year 2	Word Reading (until end of Term 3)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year Expectation	
		Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2 and 3 sounds speedily and accurately.	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).  Daily opportunities for children to build pace and fluency 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.				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 closely 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. 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.
		By the end of each half term children should be able to:							
		Read Blue storybooks with increased fluency and comprehension. Read all of set 3 sounds speedily. Read 70/80 words per minute	Read Grey storybooks. Read all of set 3 sounds speedily. Read 80 words per minute. Read multisyllabic words speedily.	Read Grey storybooks with increased fluency and comprehension. Read all of set 3 sounds speedily. Read 80/90+ words per minute. Read multi-syllabic 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				

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year Expectation
Children are taught specifically to: 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		Children are taught specifically to: 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 Term 1 & 2 objectives)		Children are taught specifically to: Participate in discussion about poems. Continue to build up a repertoire of poems. Recognise simple recurring literary language in poetry. Answer a more complex range of questions about longer pieces of text in a written form.  (plus Term 1 - 4 objectives)		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. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. 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
<p><b>Throughout year 2 children are expected to:</b> 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</p>						



			<p>information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>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.</p> <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.</p>
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