

## Holywell Phonics (Read, Write, Inc.) Long Term Overview

This document sets out the expected reading progression within Read, Write, Inc. lessons. The objectives are further embedded by English sessions. These objectives are set out as if children are achieving **as expected** throughout the year. Half termly assessments indicate when children have gaps and then intervention can be put in place with the aim that every child can keep up with expectations. Nursery: Begin introducing pictures prompts from Spring 2 following RWi Nursery programme, followed by single Set 1 sounds.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations ELG/National Curriculum	
Reception	Word Reading – Read, Write, Inc.	Children are taught their Set 1 single letter sounds <b>m,a,s,d,t,i,n, p,g,o,c,k,u, b,f,e,l,h,r,j,v,w,x,y,z</b>	Review the Set 1 single sounds  Children are taught to blend sounds into words orally.	Children are taught Set 1 Special Friends <b>sh,qu,th,ng,ch,nk,ck</b>  Children are taught to blend words containing the Set 1 Special Friends <b>(word time 1.6)</b>	Recap any Set 1 sounds (addressing sound gaps).  Secure blending of words containing all Set 1 sounds.  Children are taught to blend words containing 4/5 sounds and consonant blends. <b>(word time 1.6 and 1.7)</b>  They will also learn to read red words: <b>the, l, no, of, my, for, he</b>	Children are taught Set 2 sounds: <b>ay, ee, igh, oo, oo, ar, or, air, ir, ou, oy.</b>  Children are taught to blend words containing Set 2 sounds.  To recall previously taught common exception words and be taught new common exception words: <b>your, said, you, be, are</b>	Children are taught Set 2 sounds: <b>ay, ee, igh, oo, oo, ar, or, air, ir, ou, oy.</b>  Children are taught to blend words containing Set 2 sounds.  Children build speed of reading words containing Set 1 sounds.	Say a sounds for each letter of 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.	
		<b>By the end of each half term children should be able to:</b>							
		Read all single letter Set 1 sounds	Read all Set 1 single letter sounds, blends sounds into words orally	Read all Set 1 sounds, blend sounds to read words – Read ditty stories.	Read <b>red</b> story books	Read <b>green</b> story books – Read some Set 2 sounds.	Read <b>green</b> or <b>purple</b> storybooks – Read some Set 2 sounds.		
Comprehension		Listening comprehension of instructions.  Immerse children in topic related/unfamiliar vocabulary.			Retrieval comprehension through verbal guided questioning.  Expect children to use given vocabulary in appropriate context.	Simple inference-based comprehension through verbal guided questioning.  Verbal simple predictions.  Recall simple definition for given vocabulary.		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.	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations ELG/National Curriculum
Year 1	Word Reading – Read, Write, Inc.	Children are taught their Set 2 sounds <b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b>	Review the Set 2 sounds, particularly <b>ar, or, air, ir, ou, oy</b>	Children to build speed of reading words containing sounds from Set 1, 2 and these from Set 3 <b>ea, oi, a-e, i-e, o-e, u-e</b>	Children to build speed of reading words containing sounds from Set 1, 2 and 3 sounds.	Children to build speed of reading words containing sounds from Set 1, 2 and 3 sounds.	Children to read words containing Set 1, 2 and 3 sounds speedily.	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 GPC's 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 GPC's and -s, -es, -ing, -ed, -er and -est endings.  Read other words of more than one syllable that contain taught GPC's.  Read words with contractions and understand that the apostrophe represents the omitted letter.  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+ words per minute
		Children are taught to read words containing Set 2 sounds.	Children build up speed of reading words containing these Set 2 sounds: <b>ay, ee, igh, oo, oo</b>	Children are taught the rest of the Set 3 sounds.	Begin to read multi-syllabic words, including words with suffix endings.	Read multi-syllabic words with increasing accuracy.	Read multi-syllabic words with increasing accuracy and pace.	
		Children build speed of reading words containing Set 1 sounds, particularly <b>word time 1.6- 1.7</b>	Children are taught Set 3 sounds: <b>ea, oi, a-e, i-e, o-e, u-e</b>	<b>By the end of each half term children should be able to:</b>				
		Read <b>purple</b> storybooks- Read the first six Set 2 sounds speedily ( <b>ay, ee, igh, ow, oo, oo</b> )	Read <b>pink</b> storybooks – Read all Set 2 sounds speedily – Read nonsense words containing Set 2 sounds	Read <b>orange</b> storybooks- Read some Set 3 sounds. Read Set 2 sounds within nonsense words.	Read <b>yellow</b> story books- Read some Set 3 sounds speedily <b>ea, oi, a-e, i-e, o-e, u-e</b> Read above sounds in nonsense words	Read <b>yellow</b> story books – Read all Set 3 sounds. Read 60/70 words per minute	Read <b>blue</b> storybooks – Read all Set 3 sounds speedily Read 70 words per minute	
		<b>Throughout Year 1 children are expected to:</b> 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						

Comprehension	<p>Children are taught to:</p> <ul style="list-style-type: none"> <li>- To participate in discussion about what is being read to them.</li> <li>- To identify the title of a text</li> <li>- To discuss the significance of the title and events in a story.</li> <li>- To answer questions verbally</li> <li>- Learn topic related/unfamiliar vocabulary and use it mostly appropriately.</li> </ul> <p>(Plus, comprehension covered within Read Write Inc – retrieval and discussion/explain)</p>	<p>Children are taught to:</p> <ul style="list-style-type: none"> <li>- To give simple prediction, based on what has happened so far.</li> <li>- Learn topic related/unfamiliar vocabulary and use it mostly appropriately and in a range of contexts.</li> <li>- Begin to explain the meaning of vocabulary.</li> </ul> <p>(Plus, comprehension covered within Read Write Inc – retrieval and discussion/explain)</p>	<p>Children are taught to:</p> <ul style="list-style-type: none"> <li>- To explain clearly what has been read to them.</li> <li>-To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts.</li> <li>-To make inferences based on what is said and done.</li> <li>-To answer a range of questions, in simple, written form.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional talks, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>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:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read, correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences based on what is being said and done.</p> <p>Predicting what might happen on 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.</p> <p>Explain clearly their understanding of what is read to them.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations ELG/National Curriculum
Year 2	Word Reading – Read, Write, Inc.	Children to read words containing set 1,2 and 3 sounds speedily.  Read multi-syllabic words with accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories.  Read multi-syllabic words with accuracy and pace.	Read all words including nonsense words and multi-syllabic words that include set 1,2 and 3 sounds speedily and accurately.  <b>Children on track for expected will complete the programme at the end of Spring 1.</b>	Children complete the RWI comprehension programme.  Daily opportunities are given for children to build pace and fluency of reading.  Children to read multi-syllabic words and words with suffix endings.  Children to read topic related vocabulary.  Children to read Year 2 common exception words.	Children complete the RWI comprehension programme.  Daily opportunities are given for children to build pace and fluency of reading.  Children to read multi-syllabic words and words with suffix endings.  Children to read topic related vocabulary.  Children to read Year 2 common exception words.	Children will move on to the whole school reading scheme where they are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes)  Daily opportunities are given for children to build pace and fluency of reading.  Children to read multi-syllabic 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.
		<b>By the end of each half term children should be able to:</b>						
		Read <b>Blue</b> storybooks with increased fluency and comprehension.  Read all of the Set 3 sounds speedily.  Read 60-70 words per minute.	Read <b>Grey</b> storybooks.  Read all of the Set 3 sounds speedily.  Read 70-80 words per minute  Read multi-syllabic words speedily.	Read <b>Grey</b> storybooks with increased fluency and comprehension.  Read all of the Set 3 sounds speedily.  Read 80-90 words per minute  Read multi-syllabic words speedily.	Read with pace and fluency.  To use expression as appropriate.  Read at a pace of 90+ words per minute  Read multi-syllabic words with little or no hesitation.  Read Year 2 common exception words.			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.

**Throughout Year 2 children are expected to:**

- 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.

They can read all sounds in words, including multi-syllabic words, with little or no hesitation.

Comprehension

Listening comprehension of instructions.  
Immerse children in topic related/unfamiliar vocabulary.

Retrieval comprehension through verbal guided questioning.  
Expect children to use given vocabulary in appropriate context.

Simple inference-based comprehension through verbal guided questioning.  
Verbal simple predictions.  
Recall simple definition for given vocabulary.

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.