

All Saints Academy Trust *Read Write Inc.* Progression Document

This *Read Write Inc.* progression document should be viewed alongside the whole-school reading progression document.

Coverage of sounds not covered by the *Read Write Inc.* programme is indicated, reflecting when these children will encounter these sounds in the *Read Write Inc.* storybooks. Please refer to the *Read Write Inc.* Complex Speed Sounds chart to see this in context.

If a child is unable to access the focus sounds and degree of sound blending for 'some children', targeted individual support as detailed on a One Plan will be in place.

If a child is working beyond the 'some children who will have progress further' focus sounds and degree of sound blending, targeted individual challenge as detailed on a Challenge Plan will be in place.

RECEPTION			
END OF AUTUMN TERM			
Some children:	Set 1 Sounds Word Time 1, 2 and 3	No or few single sounds No blending	
Most children:	Set 1 Sounds Word Time 1, 2, 3, 4 and 5	Know most single sounds <i>m a s d t i n p</i> <i>o c k u b f e l h</i> <i>r j v y w x z</i> Sound blending VC and CVC words <i>sad fan tap map cup bid run hen</i> <i>gep rup baf lid ved</i>	
Some children, who will have progressed further:	Set 1 Sounds Word Time 1, 2, 3, 4, 5, 6, and 7	Know all Set 1 sounds, including digraphs <i>th sh ch ng nk</i> Sound blending CCVC and CVCC words <i>shop chip rush thin ring sink</i> <i>quan loch chup ling thip</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: ck ff ll ss ve gg tt dd s(z) Red words: the no* I of my* he*

END OF SPRING TERM

Some children:	Set 1 Sounds Word Time 1, 2, 3, 4, 5	Know most single sounds <i>m a s d t i n p</i> <i>o c k u b f e l h</i> <i>r j v y w x z</i> Sound blending VC and CVC words <i>sad fan tap map cup bid run hen</i> <i>gep rup baf lid ved</i>	
Most children:	Set 1 Sounds Word Time 1, 2, 3, 4, 5, 6, 7 Red Ditties	Know all Set 1 sounds, including digraphs <i>th sh ch ng nk</i> Sound blending CCVC and CVCC words <i>shop chip rush thin ring sink</i> <i>quan loch chup ling thip</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: ck ff ll ss ve gg tt dd s(z) Red words: the no* I of my* he*
Some children, who will have progressed further:	Set 2 Sounds Green/Purple	Know at least first six Set 2 sounds <i>ay ee igh ow oo (as in spoon) oo (as in book)</i> Instant sound blending some real words <i>play sleep flight blow spoon shook</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: wh se tch kn tch nn zz bb pp y(ee) Red words: your said put you be* are do to go* she* now* me* was some

END OF SUMMER TERM

Some children:	Set 1 Sounds Word Time 1, 2, 3, 4, 5, 6, 7 Red Ditties	Know all Set 1 sounds, including digraphs <i>th sh ch ng nk</i> Sound blending CCVC and CVCC words <i>shop chip rush thin ring sink</i> <i>quan loch chup ling thip</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: ck ff ll ss ve gg tt dd s(z) Red words: the no* I of my* he*
Most children:	Set 2 Sounds Green/Purple	Know at least first six Set 2 sounds <i>ay ee igh ow oo (long) oo (short)</i> Instant sound blending some real words <i>play sleep flight blow spoon shook</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: wh se tch kn tch nn zz bb pp y(ee) Red words: your said put you be* are do to go* she* now* me* was some
Some children, who will have progressed further:	Set 2 Sounds Pink/Orange	Know all Set 2 sounds <i>ay ee igh ow oo (long) oo (short)</i> <i>ar or air ir ou oy</i> Instant sound blending most real words	Sounds not covered by the <i>Read Write Inc.</i> programme: le e(ee) rr mm ce se(z) wh ph ue ie(igh) au(mn) e-e oor ore se(s)

		<i>part horse fair whirl shout toy night round joy chair girl</i>	Red words: all want call we* her* there so* they ball school what do - old*
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YEAR 1			
END OF AUTUMN TERM			
Some children:	Set 1 and Set 2 Sounds Green	Know at least first six Set 2 sounds <i>ay ee igh ow oo (long) oo (short)</i> Instant sound blending some real words <i>play sleep flight blow spoon shook</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>wh se tch kn tch nn zz bb</i> Red words: your said put you be* are do to go* she* now* me* was some
Most children:	Set 2 and some Set 3 Sounds Orange	Know all Set 2 sounds <i>ay ee igh ow oo (long) oo (short)</i> <i>ar or air ir ou oy</i> Know some Set 3 sounds <i>a-e i-e o-e ea</i> Instant sound blending most real words <i>part horse fair whirl shout toy night round joy chair girl</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>le e(ee) rr mm ce se(z) wh ph ue ie(igh) au(mn) e-e oor ore se(s)</i> Red words: all want call we* her* there so* they ball school what do - old*
Some children, who will have progressed further:	Most Set 3 Sounds Yellow	Know most of Set 3 sounds <i>a-e i-e o-e ea</i> <i>u-e ai oa ew oi ire ear</i> Instant sound blending most real words <i>shake pipe smoke clean</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>wr g(j) i(igh) y(igh) mb(m) ci(sh) ti(sh)</i> Red words: one saw* watch small by* were who tall brother where
END OF SPRING TERM			
Some children:	Set 2 Sounds Purple	Know all Set 2 sounds <i>ay ee igh ow oo (long) oo (short)</i> <i>ar or air ir ou oy</i> Instant sound blending most real words <i>part horse fair whirl shout toy</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>wh se tch kn tch nn zz bb pp y(ee)</i> Red words: your said put you be* are do to go* she* now* me* was some

Most children:	Most Set 3 Sounds Yellow	Know most Set 3 sounds <i>a-e i-e o-e ea</i> <i>u-e ai oa ew oi ire ear</i> Instant sound blending most real words <i>shake pipe smoke clean</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>wr g(j) i(igh) y(igh)</i> <i>mb(m) ci(sh) ti(sh)</i> Red words: one saw* watch small by* were who tall brother where
Some children, who will have progressed further:	All Set 3 Sounds Blue	Know all Set 3 sounds <i>a-e i-e o-e ea</i> <i>u-e ai oa ew oi ire ear</i> <i>er aw ow ure are ur</i> Instant sound blending most real words <i>her claw brown pure share burn rude</i>	Red words: does any other two could would water over through once here son why* whole
END OF SUMMER TERM			
Some children:	Set 2 and some Set 3 Sounds Pink	Know all Set 2 sounds <i>ay ee igh ow oo (long) oo (short)</i> <i>ar or air ir ou oy</i> Know some Set 3 sounds <i>a-e i-e o-e ea</i> Instant sound blending most real words <i>night round joy chair girl</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>le e(ee) rr mm ce se(z)</i> <i>wh ph ue ie(igh) au(mn) e-e oor ore se(z)</i> Red words: all want call we* her* there so* they ball school what do - old*
Most children:	All Set 3 Sounds Blue	Know all Set 3 sounds <i>a-e i-e o-e ea</i> <i>u-e ai oa ew oi ire ear</i> <i>er aw ow ure are ur</i> Instant sound blending most real words <i>her claw brown pure share burn rude</i>	Red words: does any other two could would water over through once here son why* whole
Some children, who will have progressed further:	All Set 3 Sounds Grey	Instant sound blending most real words <i>complain delay mistake disagree recognise</i> <i>tomorrow continue remark disappoint</i> <i>inspire admire attention delicious</i> <i>Read Write Inc. programme completed</i>	Red words: should come many mother above father buy bought anyone great caught worse everyone love wear thought

YEAR 2

END OF AUTUMN TERM

Some children:	All Set 3 Sounds Orange	Know all Set 3 sounds <i>a-e i-e o-e ea</i> <i>u-e ai oa ew oi ire ear</i> <i>er aw ow ure are ur</i> Instant sound blending most real words <i>night round joy chair girl</i>	Sounds not covered by the <i>Read Write Inc.</i> programme: <i>le e(ee) rr mm ce se(z)</i> <i>wh ph ue ie(igh) au(mn) e-e oor ore se(s)</i> Red words: <i>all want call we* her* there</i> <i>so* they ball school</i> <i>what do - old*</i>
Most children:	All Set 3 Sounds Grey	Instant sound blending most real words <i>complain delay mistake disagree recognise</i> <i>tomorrow continue remark disappoint</i> <i>inspire admire attention delicious</i> <i>Read Write Inc. programme completed</i>	Red words: <i>should come many mother</i> <i>above father buy bought anyone great</i> <i>caught worse everyone love wear</i> <i>thought</i>
Some children, who will have progressed further:	<i>Read Write Inc.</i> Comprehension	Children that have completed the <i>Read Write Inc.</i> programme will move onto <i>Read Write Inc. Comprehension</i> , which follows on from the phonics programme to develop children's fluency and higher-level comprehension skills.	

SPRING & SUMMER TERMS

Most children complete the *Read Write Inc.* phonics programme by the end of the autumn term in Year 2. From the beginning of the spring term, they will begin Guided Reading as part of Challenge Carousel, which continues into Key Stage 2 and through until the end of Year 6. Please refer to our Guided Reading and Challenge Carousel Protocols for further information about this.

For children who haven't completed the programme by the end of the autumn term, there is targeted support to ensure that their phonemic awareness, accuracy and automaticity sound blending and fluency continued to develop – and that, as a result, they make as much progress towards age-related expectation as possible before they enter Year 3.

BEYOND YEAR 2

We recognise that every child has a different journey as a developing reader, with different rates and patterns of progress. One-to-One Phonics Tutoring delivered by a trained member of staff will be put in place for any children with a recognised need and the *Read Write Inc. Fresh Start* Phonics programme is adopted, when needed, for children in Key Stage 2 needing continued support to develop their phonic knowledge, automaticity and fluency.