

Read Write Inc. Phonics Skills Progression

Strand	Skills by end EYFS	Skills by end of Y1	Skills by the end of Y2
Reading Word reading	<ul style="list-style-type: none"> Set 1 teaches the most common sound-letter correspondences: m a s d t/ i n p g o /c k u b/ f e l h sh r / j v y w/ th z ch q u x ng nk Set 2 teaches alternative vowel sounds: ay e igh ow o oar or air ir ou oy Children read and understand simple sentences Children decode regular words and read them aloud accurately Children read some common irregular words Children learn some common exception words as Red words 	<ul style="list-style-type: none"> Set 2 teaches alternative vowel sounds: ay ee igh ow oo ar or air ir ou oy Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. Children’s ability to decode unfamiliar words can be assessed using the Nonsense Word Cards The majority of the Y1 common exception words are practised as Red Words Children read multi-syllabic words from Green Level onwards. Children read each book three times, focusing on decoding, then speed, then fluency. 	<ul style="list-style-type: none"> As children move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart Children continue to decode more unfamiliar words and multi-syllabic words The majority of the Y2 common exception words are practised as Red Words
Reading Comprehension	<ul style="list-style-type: none"> Children read and understand simple sentences. They demonstrate some understanding when talking with others about what they have read They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions They ask ‘how’ and ‘why’ questions about their experiences and in response to stories and events 	<ul style="list-style-type: none"> Discuss word meanings Recognise and join in with predictable phrases Discuss the title and key events and key events 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 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Check the text makes sense as they read and correct inaccurate reading Make inferences based on what is being said and done Predict what might happen based on what has been said so far Explain clearly their understanding of texts they have read
RWI Books	<ul style="list-style-type: none"> To be able to read green or purple books by end EYFS 	<ul style="list-style-type: none"> To be able to read blue or grey books by end of year 1 	<ul style="list-style-type: none"> To be able to access the RWI Reading comprehension programme