

Minimum Expectations of Progress in Phonics



Our mission is to ensure that all pupils become confident, fluent readers by the end of Year 2. The minimum expectations of progress for each half term allow teachers to identify which pupils are on track. If pupils are not meeting the minimum expectation of progress for each half term, they will receive 1:1 phonics interventions to ensure that they catch up to their peers.

Minimum Expectations of Progress – in line with the Read, Write, Inc. Phonics Programme

| Reception | | | |
|-----------------|---|-----------------------------|----------------|
| Term | Teaching focus | Red Words | Book |
| End of Autumn 1 | Single letter Set 1 sounds | | Sound Blending |
| End of Autumn 2 | Set 1 sounds and blending orally into words | | Sound Blending |
| End of Spring 1 | Blending sounds to read words | | Ditty |
| End of Spring 2 | Review Set 1 sounds | put, the, I, no, of, my, he | Red |
| End of Summer 1 | Set 2 sounds/review Set 1 | your, said, you, be, are | Green |
| End of Summer 2 | Set 2 sounds/review Set 1 | to, me, go | Green/Purple |

| Year 1 | | | |
|-----------------|---------------------------|------------|--------|
| Term | Teaching focus | Red Words | Book |
| End of Autumn 1 | Set 2 sounds/review Set 1 | to, me, go | Purple |

| | | | |
|-----------------|--|---|--------|
| End of Autumn 2 | Set 2 sounds/review Set 1 | all, I've, want, call, we, her, she, some, so | Pink |
| End of Spring 1 | Set 3 sounds/review Sets 1 and 2 | what, they, do, old, was | Orange |
| End of Spring 2 | Set 3 sounds/review Sets 1 and 2 | school, their, were, who, tall, one, brother, I'm, there, any, where | Yellow |
| End of Summer 1 | Children to read all Set 3 sounds/review Set 1 and 2 | school, their, were, who, tall, one, brother, I'm, there, any, where | Yellow |
| End of Summer 2 | Review of all sounds | does, other, two, could, ball, would, water, anyone, over, wasn't, through, once, son, whole, people | Blue |

| Year 2 | | | |
|-----------------|------------------------------|--|------|
| Term | Teaching focus | Red Words | Book |
| End of Autumn 1 | Set 2 sounds/review Set 1 | should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear | Grey |
| End of Autumn 2 | Set 2 sounds/review Set 1 | should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear | Grey |

Once children have completed the Read, Write, Inc. Phonics Programme, have a secure understanding of the sounds and are able to read fluently, they will be assessed on Accelerated Reader and receive reading books in line with their reading age. They will complete a quiz on the books once they have read them. Children will access daily Guided Reading sessions developing their vocabulary, retrieval and comprehension skills.

What sounds are taught each half term?

Read, Write, Inc. groups sounds into sets. This means that a systematic approach is followed when teaching phonics in order to develop children's confidence in reading and to gradually learn words containing a variety of sounds and syllables.

| | |
|-------|---|
| Set 1 | 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 |
| Set 2 | ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy |
| Set 3 | ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure |

Special Friends

The term 'Special Friends' is used to explain two or more letters that make one sound.

Red Words

Each half term, children are taught a variety of 'Red Words' and are given chance to practise these in books that they read. 'Red Words' are Common Exception Words; words that cannot be sounded out phonetically. Children are expected to read and spell these words by the end of Year 2.