

2022-
2027

PHONICS AND EARLY READING AT MARLBOROUGH PRIMARY ACADEMY

PHONICS LONG TERM PLAN

PHONICS AND EARLY READING

As a school we are making reading a priority. To ensure we share and support this goal, our children are promptly taught phonics with a proven successful program Read Write Inc.(RWI), a systematic synthetic phonics based programme.

In EYFS and Key Stage 1, teachers follow the programme with fidelity. Pupils have daily lessons, which systematically teach the common sounds in the English language and how to blend and segment sounds to read and write using their phonic knowledge.

Teaching Early Reading in EYFS and KS1

During phonics lessons children learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on spelling, letter formation and punctuation
- Spell quickly and easily by segmenting the sounds in words (using Fred Fingers)
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. We group pupils homogeneously, according to their progress in reading.

EYFS and KS1

In Reception and Year 1 (and those in Year 2 who still require this intervention), children learn:

- Single letter sounds
- Digraphs (special friends)
- Tri-graphs (special friends)
- Simple mnemonics

The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Once they are ready, children will read books that are closely matched to their increasing knowledge of phonics and common exception words through our shared reading programme. In Year 2, once the children have completed the Read Write Inc. phonics programme, they progress on to the Comprehension groups.

Shared Reading - RWI

Once children are confident with recognising, blending and reading 'Set 1 sounds', they begin shared reading. During shared reading, children learn to:

- Practise with, and support, a partner

- Quickly recognise sounds
 - Decode new story vocabulary
 - Develop a wide range of vocabulary
 - Read accurately and fluently
 - Locate information in the text
 - Make basic inferences based on what they have read
 - Comprehend what they have read
 - Articulate their thoughts and ideas
 - Communicate what they know and understand
- Read common exception words (and identify which part of the word is tricky)



Year 2

Children in Year 2 continue to progress through the Read Write Inc. programme. Children are regularly assessed and grouped into small focus groups for shared reading. In the Spring term, children progress onto a comprehension programme which teaches the needed skills to be a successful reader.

Yearly Overview from Reception to Year 2

	YR children	Y1 children	Y2 children
End of Autumn 1	Children learn RWI -Set 1 <i>m a s d t</i>	Set 2 digraphs/trigraphs: <i>ay ee igh ow</i> Continue to learn common exception words 'Red' words, as they are encountered in the story books. Phonics lowest 20% interventions start.	Read Blue/ Grey Storybooks. Phonics lowest 20% interventions start.
	<i>i n p g o</i>	<i>oo oo ar</i>	
	<i>c k u b</i>	<i>or air ir ou</i>	
	<i>f e l h r</i>	<i>oy ay ee igh</i>	
	<i>j v y w</i>	<i>review all set 2 sounds.</i>	
	<i>z x – m a s</i>		
End of Autumn 2	Review <i>all Set 1 sounds</i> ; Blend sounds into words orally. Phonics lowest 20% interventions start.	Set 2 sounds. <i>ay ee igh ow oo oo ar or air ir ou oy</i>	Read Blue /Grey Storybooks Gain fluency and comprehension
End of Spring 1	Introduce Set 1 digraphs <i>sh th ch / qu ng nk/</i> review <i>single sounds.</i> <i>Start blending some 4 sound words.</i> <i>Introduce ay-ee-igh</i> Independent blending and segmenting. <i>Ditty stories</i> – introduce <i>Red words I, the, of, my,</i>	Set 3 sounds <i>ea oi e a-e i-e o-e u-e aw are</i>	Read Grey Storybooks

End of Spring 2	Read Red Storybooks Introduce 'Red words as they are encountered in the Ditty/story books. I, the, of, my, put, no,	Set 3 sounds <i>ur er ow ai oa ew ire ear ure.</i> Yellow Storybooks	Read Grey Storybooks with fluency and comprehension
End of Summer 1	Read Green Storybooks.	Read Yellow/ Blue Storybooks	Comprehension and spelling programmes.
End of Summer 2	Read Purple Storybooks	Read Blue/ Grey Storybooks	

Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

All children should achieve these expectations if they have followed RWI programme from Reception and many should be working well in advance of this.

The table below shows an overview of the expectations of progress per term following the Read Write INC program. All children in our Reception class, including the lowest 20% percent, should be reading at least Green Storybooks by the end of the academic year and children in Year 1 should be able to read Blue Storybooks. In Year 2, pupils should be increasing their fluency and by the end of Autumn 2 Term, the latest, they should be accessing the comprehension and spelling programmes chosen by our school.

	YR children will	Y1 children will	Y2 children will
End of Autumn 1	Read most single-letter Set 1 sounds. Set 1 teaches the most common sound-letter correspondences: <i>masdt/in pgo/ckub / felh/rjvyw/zx</i>	Read Purple Storybooks; read some Set 2 sounds Set 2 teaches 12 vowel <i>digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy</i>	Read Blue/ Grey Storybooks
End of Autumn 2	Read all Set 1 sounds; blend sounds into words orally.	Read Pink Storybooks; read all Set 2 sounds. <i>ay ee igh ow oo oo ar or air ir ou oy</i>	Read Blue /Grey Storybooks with increasing fluency and comprehension
End of Spring 1	Read set 1 digraphs <i>sh th ch qu ng nk</i> Blend sounds to read words; Read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds Set 3 is made up of alternative spellings of Set 2 sounds: <i>ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.</i>	Read Grey Storybooks

End of Spring 2	Read Red Storybooks	Read Yellow Storybooks	Read Grey Storybooks with fluency and comprehension
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow/ Blue Storybooks; read all of Set 3 sounds	Access comprehension and spelling programmes followed by our school.
End of Summer 2	Read Purple Storybooks	Read Blue/ Grey Storybooks	

The following section show the minimum number of sounds known expected by the end of each term.

Reception	Year 1	Year 2 and up
Autumn		
25 (single letters)	47 (including last 6 Set 2)	All set 3 sounds - Interventions in place to fill gaps.
Spring		
31 (including Set 1 'Special Friends' S1 diagraphs)	57 (including first 10 Set 3)	N/A
Summer 1		
35 (including 4 double consonants ff, ll, ss, ck. These are taught during Word Time 1.7)	64 (including last 7 Set 3)	N/A
41 (including first 6 Set 2)		

Assessment

Assessment EYFS & KS1

Children are assessed and re-grouped every 6 weeks by the Reading Leader. Reading groups are fluid to ensure all children are appropriately supported and challenged. Class teachers are responsible for listening to all of their children read to monitor each child's reading progress. Children are assessed using the RWI phonics assessment six times a year, or more, when the reading teacher considers it necessary.

Additionally, Year 1 children are closely monitored their progress towards the phonics screening.

Reading for Pleasure

Throughout the year, events are planned to promote reading for pleasure throughout school. These events include World Book Day, local library visits, author visits and our Summer Reading Challenge. Children are encouraged to bring in their own story, poem or nonfiction text to share with their class. In addition to this, we have a well-resourced library which is accessed by all children during the week. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects.

Quality Story Time

This is an integral part of the teaching day. Quality story time is timetabled across all Key Stages. This is recognised as an important tool to enhance language development and the love of stories. Pupils hear teachers read regularly. Every day, teachers read from the class novel, chosen from Pie Corbett's Reading Spine. The school has recently invested in providing every class with their class readers and where possible a book set is used for all pupils to have a copy.

Long Term planning 2022-2023

Reception		ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in 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			
Week	Autumn 1: Whole class – 5 minutes a day. Small groups – 15/20 minutes a day per group				
1 WC 13.9	Introduce and practice MTYT and silent signal.	Practice MTYT and silent signal.	Practice MTYT and silent signal	Introduce and practice 1, 2, 3 signal.	-Teach children to name the pictures on the Sound-Picture Frieze
2 WC 20.9	Teach m Fred Talk games (Learning to orally blend)	Teach a Fred Talk games (Learning to orally blend)	Teach s Fred Talk games (Learning to orally blend)	Teach d Fred Talk games (Learning to orally blend)	Teach t Fred Talk and ‘Pinny’ time (Learning to orally blend)
3 WC 17.9	Teach i Word Time 1.1 Fred Talk and ‘Pinny’ time	Teach n Word Time 1.1 Fred Talk and ‘Pinny’ time	Teach p Word Time 1.1 Fred Talk and ‘Pinny’ time	Teach g Word Time 1.1 Fred Talk and ‘Pinny’ time	Teach o Word Time 1.1 Fred Talk and ‘Pinny’ time
4 WC 4.10	Teach c Word time 1.1 Fred Talk and ‘Pinny’ Time	Teach k Introduce Word Time 1.2 Fred Talk and ‘Pinny’ time	Teach u Word Time 1.2 Fred Talk and ‘Pinny’ time	Teach b Word Time 1.2 Fred Talk and ‘Pinny’ time	Teach f Word Time 1.2 Assess all children
5 WC 11.10	Teach e Fred Talk and ‘Pinny’ time Word Time 1.2 Letter formation Start 1:1 interventions for lowest 20%	Teach L Word Time 1.2 Fred Talk and ‘Pinny’ Time Letter formation 1:1 interventions for lowest 20%	Teach h Introduce Word Time 1.3 Fred Talk and ‘Pinny’ Time Letter formation 1:1 interventions for lowest 20%	Teach r Word Time 1.3 Fred Talk and ‘Pinny’ Time Letter formation 1:1 interventions for lowest 20%	Teach j Word Time 1.3 Fred Talk and ‘Pinny’ Time Letter formation 1:1 interventions for lowest 20%
6 WC 18.10	Teach v Fred Talk and ‘Pinny’ time Review Word Time 1.1 to 1.3 1:1 interventions for lowest 20%	Teach y Introduce Word Time 1.4 4 with single sounds Fred Talk and ‘Pinny’ time 1:1 interventions for lowest 20%	Teach w Word Time 1.4 with single sounds Fred Talk and ‘Pinny’ time Assess all children 1:1 interventions for lowest 20%	Teach z Word Time 1.4 with single sounds Fred Talk and ‘Pinny’ time Assess all children 1:1 interventions for lowest 20%	Teach x Word Time 1.4 with single sounds 1:1 interventions for lowest 20%



Week	Autumn 2 – Children grouped by progress. Most children should: review all Set 1 sounds; learn to blend sounds into words orally. Gaps identified and planning should be adapted to fill those. From now on, intervention for lowest 20% should happen daily, from day one.				
1 WC 1.11	NPD	Review m Review mixed 11 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review a Review mixed 11 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review s Review mixed 11 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review d Review mixed 11 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.
2 WC 8.11	Review t Review mixed 12 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review i Review mixed 12 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review n Review mixed 12 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review p Review mixed 12 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.	Review g Review mixed 12 to 1.3 Fred Fingers: Teach 'Learning to use Fred Fingers' until routines established.
3 WC 15.11	Review o Learning to blend/blending independently (Word Time 1.4) Fred Fingers: spelling one or two words that have been read that day. Continue 'Pinny Time' for all children.	Review c Learning to blend/blending independently (Word Time 1.4) Fred Fingers: spelling one or two words that have been read that day. Continue 'Pinny Time' for all children.	Review k Fred Fingers: spelling one or two words that have been read that day. Fred Fingers: spelling one or two words that have been read that day. Continue 'Pinny Time'	Review u Fred Fingers: spelling one or two words that have been read that day. Fred Fingers: spelling one or two words that have been read that day. Continue 'Pinny Time' for all children	Review b Fred Fingers: spelling one or two words that have been read that day. Fred Fingers: spelling one or two words that have been read that day.
4 WC 22.11	Review f /look for gaps Learning to blend/blending independently (Word Time 1.5 single sounds) • Fred Fingers: spelling one or two words that have been read that day.	Review /look for gaps Learning to blend/blending independently (Word Time 1.5 (Word Time 1.5 single sounds) • Fred Fingers: spelling one or two words read that day.	Review l - /look for gaps Learning to blend/blending independently (Word Time 1.5 single sounds) • Fred Fingers: spelling one or two words read that day.	Review h - /look for gaps Learning to blend/blending independently (Word Time 1.5 single sounds) • Fred Fingers: spelling one or two words read that day	Review r - /look for gaps Learning to blend/blending independently (Word Time 1.5 single sounds) • Fred Fingers: spelling one or two words read that day.
5 WC 29.11	Review j - /look for gaps Learning to blend/blending independently a mixture of words between 1.1 and 1.5 • Fred Fingers: spelling one or two words that have been read that day.	Review v - /look for gaps Learning to blend/blending independently a mixture of words between 1.1 and 1.5 • Fred Fingers: spelling one or two words that have been read that day.	Review y - /look for gaps Learning to blend/blending independently a mixture of words between 1.1 and 1.5 • Fred Fingers: spelling one or two words that have been read that day.	Review w - /look for gaps Learning to blend/blending independently a mixture of words between 1.1 and 1.5 • Fred Fingers: spelling one or two words that have been read that day.	Review z / x/ /look for gaps Learning to blend/blending independently a mixture of words between 1.1 and 1.5 • Fred Fingers: spelling one or two words that have been read that day.
6	Introduce Special Friends sh	Teach Special Friend th	Introduce Special Friends ch	Review taught SF and a mix of set 1	Review taught SF and a mix of set



WC 6.12	Continue routine Continue Pinny Time and interventions. Assess all children	Continue routine Continue Pinny Time and interventions Assess all children	Continue routine Continue Pinny Time and interventions Assess all children	sounds Continue routine Continue Pinny Time and interventions	
Week	Spring 1 – Children grouped by progress. Most children should now Read all Set 1 sounds and blend sounds into words orally. This term, children should learn Special Friends from set 1. Gaps will be identified and planning should be adapted to fill those. Intervention for lowest 20% should happen daily. This term, the following common exception words will be taught as they appear in the Ditty stories. <i>I, the, my, of, no, go.</i>				
1 WC	NPD	Review SF sh Continue routine following the program for reading and spelling. Introduce Word Time 1.5 Continue Pinny Time and interventions	Review SF ch Continue routine following the program for reading and spelling. Practice Word Time 1.5 Continue Pinny Time and interventions.	Review SF th Continue routine following the program for reading and spelling. Introduce Word Time 1.6 Continue Pinny Time and interventions.	Teach qu Continue routine following the program for reading and spelling. Review 1.6 Continue Pinny Time and interventions.
2	Teach ng Continue routine following the program for reading and spelling. Introduce 'Fred in your head' for 1.1 to 1.4 words. Fred Talk 1.6.	Teach nk Continue routine following the program for reading and spelling. Introduce 'Fred in your head' for 1.1 to 1.4 words. Fred Talk 1.6	Review set 1 all SP and some Set single sounds. Review Fred Talk 1.6 Consolidate 'Fred in your head' for 1.1 to 1.4 words. Fred Talk 1.6	Review set 1 all SP and some Set single sounds. Consolidate 'Fred in your head' for 1.1 to 1.4 words. Fred Talk 1.6 Spellings	Review set 1 all SP and some Set single sounds. 'Fred in your head' for 1.1 to 1.4 words. Fred Talk 1.6 Spellings
3	Review set 1 all SP and some Set single sounds. Continue to read a mix of 1.3 to 1.6. Introduce pseudo (Alien) words.	Review Set 1 sounds Start Ditty story sheet Teach common exception words as they appear in the Ditty stories.	Review Set 1 Sounds speedily. Review Word Time 1.5 to 1.6 Fred in your head for a mix of 1.1 to 1.4 words. Practice pseudo (Alien) words. Continue routine for spellings.	Review Set 1 sounds including SF Read Ditty story sheet Teach common exception words as they appear in the story.	Review Set 1 Sounds speedily. Review Word Time 1.5 to 1.6 'Fred in your head' for a mix of 1.1 to 1.4 words. Practice pseudo (Alien) words. Assess all children
4	RL- assessment analyses Review identified gaps in set 1 sounds. Follow routine for reading	Read all Set 1 Sounds speedily including 'special friends'. Read Word Time 1.5 to 1.6	Review Set 1 sounds including SF. Read Ditty story sheet Teach common exception	Review Set 1 sounds including SF Read Ditty story sheet Teach common exception words	Review gaps in set 1 sounds paying particular attention to SF. Follow routine for reading and

	and spellings.	(words with Special Friends) with Fred Talk. Spellings	words as they appear in the story. Writing -introduce captions (hold the sentence).	as they appear in the story. Writing -introduce captions (hold the sentence)	spellings.
5	Review identified gaps in set 1 sounds paying particular attention to SF. Follow routine for reading and spellings.	Read Ditty story sheet Teach common exception words as they appear in the story. Writing - hold the sentence	Read Ditty story sheet Teach common exception words as they appear in the story. Writing - hold the sentence	Read Ditty story sheet Teach common exception words as they appear in the story. Writing - hold the sentence	Speed read all Set 1 'special friends' and review Set 1 single sounds as required: Practice pseudo (Alien) words. Continue routine for spellings
6	Review Set 1 sounds including SF Ditty story sheet Teach common exception words as they appear in the story.	Read all Set 1 Sounds speedily including 'special friends'. Read Word Time 1.5 to 1.6 (words with Special Friends) with Fred Talk. Practice pseudo (Alien) words. Continue routine for spellings.	Review Set 1 sounds including SF Read a Ditty story sheet Teach common exception words as they appear in the story.	Read all Set 1 Sounds speedily including 'special friends'. Read Word Time 1.5 to 1.6 introduce 'Fred in your head' for SP. Practice pseudo (Alien) word with Fed Talk. Continue routine for spellings	Review Set 1 sounds including SF Read a Ditty story Teach common exception words as they appear in the story.
7	Review Set 1 sounds including SF Read a Ditty story sheet Teach common exception words as they appear in the story.	Teach ay Continue routine for reading, spellings and 'Aline' words.	Read all Set 1 Sounds speedily including 'special friends'. Read Word Time 1.5 to 1.6 introduce 'Fred in your head' for SP. Practice pseudo (Alien) word with Fed Talk. Continue routine for spellings.	Teach ee Continue routine for reading, spellings and 'Aline' words. Assess all children	Speed read all Set 1 'special friends' and taught Set 2. Assess all children
Week	Spring 2- All Reception children should be now blending sounds and ready to read short Ditty sheet. Gaps identified and planning MTP should be adapted to fill those. Intervention for lowest 20% should happen daily. This term, the following common exception words will be reviewed or taught as they appear in the Ditty stories and the Red storybooks put, the, I, no. of				
1	Read all Set 1 Sounds speedily including 'special friends'.	Review Special Friends ch Read a Ditty Teach common exception	Review Special Friends qu Read a Ditty Teach common exception	Review taught Special Friends Set 1. Read a Ditty	Review taught Special Friends Read a Ditty Teach common exception



	Read Word Time 1.5 to 1.6 introduce 'Fred in your head' for SP. Practice pseudo (Alien) word with Fed Talk. Continue routine for spellings..	words as they appear in the story.as they appear in the story.	words as they appear in the story.as they appear in the story.	Teach common exception words as they appear in the story.as they appear in the story.	words as they appear in the story.as they appear in the story.
2	Speed read all Set 1 'special friends' and review Set 1 single sounds as required.	Introduce Red Ditty Book Read Word Time 1.5 to 1.6 Introduce 4 sound words: Word Time 1.6 and 1.7 Read non-sense words.	Review th Continue reading Red Book 1-ditty 2. 4 sound words: Word Time 1.6 and 1.7 Fred Talk Read non-sense words.	Review ng Continue with Red Book 4 sound words: Word Time 1.6 and 1.7 Fred Talk Read non-sense words.	Review nk Review Special Friends Set 1 4 sound words: Word Time 1.6 and 1.7 Fred Talk Read non-sense words.
3	Introduce ay Review Special Friends Set 1 Word Time 1.6 and 1.7 Follow routine for reading and spellings.	Review taught sounds Read Red Ditty Book	Review taught Special Friends Word Time 1.6 and 1.7 Follow routine for reading and spellings.	Introduce ee Review taught sounds Read Red Ditty Book	Review taught sounds Read Red Ditty Book
4	Introduce igh Review taught Special Friends Word Time 1.6 and 1.7 Follow routine for reading and spellings.	Review taught Special Friends Read Red Ditty Book 3	Review Special Friends Set 1 Word Time 1.6 and 1.7 Follow routine for reading and spellings.	Introduce ow Review taught sounds Read Red Ditty Book	Review taught sounds Read Red Ditty Book
5	Review taught Special Friends Read Red Ditty Book	Review taught Special Friends Read Red Ditty Book	Introduce oo Review taught Special Friends. Introduce Word Time 1.7 with 5 sounds Follow routine for reading and spellings	Review taught Special Friends. Read Word Time 1.7 words Follow routine for reading and spellings	Read Red Ditty Book
6	Review taught Special Friends. Read Word Time 1.7 words	Read Red Ditty Book	Introduce oo Read Red Ditty Book	Read Red Ditty Book	Review taught Special Friends. Read Word Time 1.7 words



	with 4 and 5 sounds. Follow routine for reading and spellings				with 4 and 5 sounds. Follow routine for reading and spellings
Week	Summer 1: By now, all children should be able to read Red ditty books. This term, the following common exception words will be reviewed or taught as they appear in the Red Books: put, the, I, no. of, my, for, he, me. Daily 1:1 intervention should be in place for the lowest 20%				
1 WC	Review taught Special Friends. Read Word Time 1.7 words with 4 sounds. Follow routine for reading and spellings 1.7 and Word Time 2 with taught set 2 sounds. (ay, ee, igh,) Read 3/4 sound nonsense words and spell using Fred Fingers				
2	Review taught Special Friends. Read Word Time 1.7 words with 4 sounds. Follow routine for reading and spellings 1.7 and Word Time 2 with taught set 2 sounds. (ow, oo, oo) Read 3/4 sound nonsense words and spell using Fred Fingers Read Red Ditty Books				
3	Teach set 2 - ar - or and review taught Special Friends Read Word Time 1.7 words with 4 sounds. Follow routine for reading and spellings 1.7 and Word Time 2 with taught set 2 sounds. Read 3/4 sound nonsense words and spell using Fred Fingers Read Red ditty books				
4	Teach air and ir and review taught Special Friends. Read Word Time 1.7 words with 4 sounds. Follow routine for reading and spellings 1.7 and Word Time 2 with a mixed of the taught set 2 sounds. Read 3/4 sound nonsense words and spell using Fred Fingers				
5	Teach ou and oy and review set 2 taught Special Friends. Read Word Time 1.7 words with 4 sounds and get the fluency Follow routine for reading and spellings 1.7 and Word Time 2 with a mixed of the taught set 2 sounds. Read 3/4 sound nonsense words and spell using Fred Fingers				
Week	Summer 2: By now, all, or most children should be able to read Red ditty books and most should have been introduced to Green storybooks. This term, the following				



	common exception words will be reviewed or taught as they appear in the Red Books: your, said, you, are, me. Daily 1:1 intervention should be in place for the lowest 20%
1 WC	Assess and review gaps in Set 2 taught sounds. Follow routine for reading and spellings 1.7 and Word Time 2 with a mixed of the taught set 2 sounds and set 1 to build speed. Read 3/4 sound nonsense words and spell using Fred Fingers Start to read 'Green storybooks'- 1 – On the bus
2 WC	Assessments In speed sound lesson, review set 2 taught Special Friends- focus in the gaps after the assessment Read Word Time 1.7 words with 5 sounds and a set 1 phonics green words to build up speed Follow routine to spell Word Time 1 and 2 with using taught sounds. Read 3/4 sound nonsense words and spell using Fred Fingers Read 'Green storybooks' - Green storybooks'- 2 – My dog Ned
3 WC	Read Set 2 Sounds ee, igh, ow and Phonics Green Words with taught sounds Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers. Read green storybook 4- The Spell
4 WC	Review oo, ar or Read Phonics Green Words and build speed Follow routine for reading and spellings Read 4/ 5 sound nonsense words and spell using Fred Fingers Green storybooks'- 2 – Six Fish / or non-fiction
5 WC	Follow routine for reading and spellings 1.7 and Word Time 2 with a mixed of the taught set 2 sounds. Read 3/4 sound nonsense words and spell using Fred Fingers Read green books 6 and 7 Review air, ir, ou Read green storybooks 7 Chips -
6 WC	Teach oy and reassess to teach gaps in set 2 sounds. Follow routine for reading and spellings with mixed taught sounds. Read 3/4 sound nonsense words and spell using Fred Fingers



	Read green storybooks 8 The Web or book 9 Stich the Witch
7 WC	Continue to teach/ review gaps Read Phonics Green Words and build speed Introduce multisyllabic words at this stage Read Purple Storybooks – Book 2- A bad Fox End of year reassess Send Summer Holiday Consolidation pack and mixed, Green and Purple storybooks, home.
Year 1	NC Pupils should be taught to: ♣ 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 GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
Week	Autumn – Pinny time and 1:1 interventions for the lowest 20% start on week 2
1	Assess all children and regroup Teach gaps for set 2 sounds Follow Reception timetable Week 5
2	Continue to teach/ review gaps from Set 2 Follow routine for reading and spellings with mixed taught sounds Continue Pinny time with all taught sounds and review lesson for Set 2 sounds Read Purple Storybook 3- Big Blob and Baby Blob
3	Continue to teach/ review gaps from Set 2 Follow routine for reading and spellings with mixed taught sounds. Read 4/5 sound nonsense words and spell using Fred Fingers Purple storybook 4 - Tim and Tom
4	Continue to teach/ review gaps Read Phonics Green Words and build speed Introduce multisyllabic words at this stage Read Purple Storybooks 5 - Tag
5	Continue to teach/ review gaps Read Phonics Green Words and build speed

	Introduce multisyllabic words at this stage Read Purple Storybooks 6- Elvis
6	Teach Set 3 sound ea, oi Read Phonics Green Words and build speed Introduce multisyllabic words at this stage Read Purple Storybooks 7- Flip Frog and the bug
7	Assess and teach gaps
From week 8 - Children in year 1 are expected to continue to build their fluency and work their way through Set 3. Continue to read Purple books and gradually throughout the term to move to Pink books following RWI (our chosen scheme) expectations of progress.	
8	From this point – children should be continuously assessed to be able to keep up with RWI expectations. Lowest 20% should be targeted for interventions.