

***APPENDIX 1**

EYFS and KS1 Long term RWI phonics planning

Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching phonics, early reading and writing. It teaches children to read accurately, fluently and with understanding, to spell, and to write their own compositions.

This document sets out the expected reading progression within Read, Write, Inc. lessons. Teaching of phonics takes place daily in EYFS, Year 1 and Year 2 and follows the RWI scheme planning. The objectives are further embedded within discrete English reading and writing sessions.

We have labelled where we are aiming for children to be by the end of each year group, however we adapt to cohorts and individual children's needs and pace. Assessments take place regularly (half termly) and sound coverage may be adapted to specific need, so interventions are in place to revise and consolidate previous sounds or move forward to the next set as appropriate.

Progress is teaching the curriculum in the order intended.

Differentiation = please see the weekly planning for challenging work for pupil who are higher attaining and scaffolded work for pupils who are lower attaining. Teachers will also ensure appropriate support for SEND pupils is included in the weekly planning for each lesson (drawn from wave 1 strategies from individual provision plans) Strategies that may be particularly relevant in phonics lessons are: flash cards, coloured overlays, key vocabulary displayed in red and green, off-white background and dyslexia friendly fonts (e.g. comic sans) on IWB, writing frames and scaffolding, story sequencing (pictorial), table-top resources (e.g. phonics charts) and enlarged copies of texts.

Long term memory development strategy = **Remembering more, knowing more, doing more** linked to the learning objective/ planning - to be used in every lesson where appropriate.

	RWI phonics order - phonics is taught daily in EYFS, Year 1 and Year 2 (until RWI scheme is completed)	Reading books being read and sent home linked to phonic knowledge
Beginning at the start of reception (EYFS)	<p>Set 1 Sounds Whole class Set A: m a s d t i n p g o c k (ck) u b f e l h r (ll) (ff) (ss) Set A sounds j v y w z x qu (zz)</p> <p>Set B: blending and segmenting (Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds)</p>	<p>Read single-letter set 1 sounds</p> <p>Blending sounds into words orally.</p> <p>Read red story books</p>
	<p>Revision of Set A sounds and Set B</p> <p>Set C: sh ch th ng nk Set D: blending and segmenting</p>	<p>Read green and purple stories</p>

(Aiming for an average child to be here by the end of EYFS)	<p>Set 2 sounds Set E: ay, ee, igh, ow, oo, oo Set F: ar, or, air, ir, ou, oy Set G: blending</p>	Read pink, orange and yellow story books
	<p>Revision/Teaching of Set A to Set G, blending Set 3 sounds Set H: a-e, i-e, o-e, ea Set I: u-e, ai, oa, ew, oi, ire, ear, er, aw, ow, ure, are, ur</p>	Read blue and grey storybooks
	<p>Revision from between Set A to Set I as appropriate, blending Split digraphs review : a-e, i-e, o-e, e-e, u-e Set I review Set J: Blending and additional sounds: tion, tious, cious,</p>	Read blue and grey storybooks
	<p>Revision from set E to J as appropriate, blending Reading and Sentence writing using phonics Alternative pronunciations: i, o, c, g, u, ie, ea, ey a, y, ch, ou Sounds/ spelling rules not covered in RWI but in National Curriculum English (appendix 1): tch, ve, es, ing, ed, est, ore, au, oe, e_e, ie, ph, ue, wh,</p>	Move onto Oxford Reading Tree books - Level 8 through 11.
(Aiming for an average child to be here by the end of Year 1)	<p>Revision Set E to Set J as appropriate, blending Preparation for phonics screening test Reading and Sentence writing using phonics</p>	Move onto Oxford Reading Tree books - Level 8 through 11.

	Reading comprehension if appropriate	
	<p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Sounds/ spelling rules not covered in RWI but in National Curriculum English (appendix 1): dge, wr, le/el, al, il, ies, ey, ment, ness, ful, less, ly</p> <p>Read multisyllabic words accuracy and pace.</p> <p>Recap any missing sound gaps and build fluency when reading stories</p> <p>Phonics Interventions: As necessary</p>	Move onto Oxford Reading Tree books - Level 8 through 11.
(Aiming for an average child to be here by the end of Year 2)	<p>Revise/Embed Phonics knowledge through spelling rules</p> <p>Focus on VIPERS skills: vocabulary, inference, prediction, explanation, retrieval and summarising/ sequencing</p>	Move onto Oxford Reading Tree books - Level 8 through 11.
<p>End of year expectation for EYFS:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>		
<p>End of year expectation for Year 1:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme correspondence) that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>		

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.

End of year expectation for Year 2:

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 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.

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.

They can read all sounds in words, including multisyllabic words, with little or no hesitation.

Continuing into Year 3

Revise/Embed Phonics knowledge through spelling rules.

Focus on VIPERS skills: vocabulary, inference, prediction, explanation, retrieval and summarising/ sequencing

Interventions for reading/ phonics : IDL, target readers, targeted phonics sessions, precision spelling