

	Autumn	Spring	Summer
FS1	<ul style="list-style-type: none"> - Sound discrimination: <ul style="list-style-type: none"> o Environmental o Instrumental o Body Percussion - Rhyming songs <p><i>Squiggle while you wiggle – early stages of mark making</i></p> <p><i>Regular and planned opportunities to listen and talk about what they see, hear and do.</i></p>	<ul style="list-style-type: none"> - Sound discrimination: - Environmental - Instrumental - Body Percussion - Rhythm - Rhyming songs and words - Alliteration - Voice sounds - Use Fred-talk to teach oral blending - <i>Letter Join Warm-Up for Handwriting</i> <p><i>Regular and planned opportunities to listen and talk about what they see, hear and do.</i></p>	<ul style="list-style-type: none"> - Practise using pure sounds - Use Fred-talk to teach oral blending - Teach children to name the Speed Set 1 single sound pictures. - RWI set 1 sounds introduced (one per day, no longer than 15 minute session) - When children can read all the Set 1 single speed sounds speedily, teach them to blend. - Practise forming letters in the air. - <i>Letter Join Warm-Up for Handwriting</i> <p><i>Regular and planned opportunities to listen and talk about what they see, hear and do.</i></p>

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RWI Minimum expectations in F2 Children will be able to...	<i>Read single-letter Set 1 sounds (first 16)</i>	<i>Read all Set 1 single letter sounds (25 sounds).</i> <i>Blend sounds into words orally</i>	<i>Blend sounds to read words</i> <i>Read short Ditty stories</i> <i>Children should know at least 25 sounds.</i>	<i>Read Red Storybooks</i> <i>Read Set 1 Special Friends</i> <i>Children should know at least 31 sounds.</i>	<i>Read Green Storybooks</i> <i>Read 4 double consonants</i> <i>Children should know at least 35 sounds (4 double consonants)</i>	<i>Read Green Storybooks</i> <i>Read first 6 Set 2 sounds</i> <i>Children should know at least 41 sounds (including the first 6 Set 2 sounds)</i>
FS2 General information	<ul style="list-style-type: none"> - Revisit Rhyming words and songs - Parent Phonics Meeting - Phonics session routine established - Children writing in books with a pencil. <p><i>Letter Join - Getting ready for handwriting</i></p>	<ul style="list-style-type: none"> - Movie on to independent blending rather than assisted blending during word time - Children writing in books (introduce marking own words) - Teach and practise reading green/red words. - 1:1 tutoring (Keep up not catch up) <p><i>Letter Join - Getting ready for handwriting</i></p>	<ul style="list-style-type: none"> - Exercise books used for writing in phonics sessions - Teach and practise correct letter formation and orientation - Teach and practise reading and writing green/ red words. - children 'tick and fix' own words. - Teach and practise reading and writing (Hold a sentence) simple ditties during word time <p>Start to read a selection of common exception words (rainbow words) matched to the school's phonic programme</p> <p><i>Letter Join - Getting ready for handwriting</i></p>	<ul style="list-style-type: none"> - Teach and practise correct letter formation and orientation - Continue to teach/ model writing a simple sentence with green/red words during word time. - Children writing in exercise books - Teach/model reading sentences <p>Start to read a selection of common exception words (rainbow words) matched to the school's phonic programme</p> <p><i>Letter Join - Getting ready for handwriting</i></p>	<ul style="list-style-type: none"> - Children writing in books with lines. - Children write and read back own sentences. - Teach and practise correct letter formation and orientation <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><i>Letter Join - Getting ready for handwriting</i></p>	<ul style="list-style-type: none"> - Children writing sentences in lined books. - Children read and spell increasing range of <u>green words</u> and <u>red words</u>. - Teach and practise correct letter formation and orientation <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><i>Letter Join - Getting ready for handwriting</i></p>

Home learning focus: RWI phonics sounds folder

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Minimum expectations in Y1 Read Write Inc. Children can ... <i>See also NC Y1 Appendix 1: Spelling</i>	Read Purple Storybooks Read <u>all</u> Set 2 sounds <i>(children should know at least 47 sounds - all Set 1 and Set 2 sounds)</i>	Read Pink Storybooks Read first <u>5</u> Set 3 sounds (ea oi a-e i-e o-e) <i>Children should know at least 52 sounds.</i>	Read Orange Storybooks Read first <u>11</u> Set 3 sounds (a oi a-e i-e o-e u-e ew are ur er ow) <i>Children should know at least 58 sounds.</i>	Read a selection of Yellow Storybooks Read <u>17</u> Set 3 sounds (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure) <i>Children should know at least 64 sounds</i>	Read the full range of Yellow Storybooks Read <u>22</u> Set 3 sounds <i>(ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph)</i> <i>Children should know at least 69 sounds</i>	Read Blue Storybooks Read <u>all</u> Set 3 sounds and additional graphemes (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious) <i>Children should know at least 75 sounds</i>
Ongoing & other information	<p>Write from memory simple sentences dictated by the teacher that include taught GPC's & common exception words taught so far.</p> <p>Teach and use letter names when spelling when children are learning Set 3.</p> <p>Revisit reading words with adjacent consonants.</p> <p>Practise writing and reading sentences.</p> <p>Read & spell high frequency words and RWI Green words</p> <p>Y1 exception words and RWI Red words – Read and spell</p> <p>Read and spell 2 and 3 syllable words</p> <p>Read nonsense words linked to their stage of phonics.</p> <p>Check coverage from NC – Y1 expectations.</p> <p><i>By the end of Yr 1:</i></p> <ul style="list-style-type: none"> • Say the sound for any grapheme • Write the common graphemes for any given sound • Use phonics knowledge to read & spell unfamiliar words of up to 3 <u>syllables</u> • Read all the 100 HRWs and be able to spell most of them. 					

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Minimum expectation for Y2 Read Write Inc. Children can ...</p> <p><i>See also NC Appendix 1: Spelling</i></p> <p><i>Children should know most phoneme-grapheme correspondences.</i></p>	<p>Read Blue Storybooks with increasing fluency and comprehension</p> <p>Revisit RWI Sets 2 and 3 (speed sounds, green words & red words)</p> <p>Teach ge/dge/g (j) as in <u>change</u>, <u>badge</u>, giant. Gn (n) as is <u>gnaw</u>. y/ey endings</p> <p>Revisit ph, wh, i (in <u>rice</u>), c (in <u>nice</u>),</p>	<p>Read a selection of Grey Storybooks</p> <p>Revisit RWI Sets 2, 3 & alternative pronunciations/ spellings – say and write</p> <p>Teach wr, le (table), el camel). Revisit au, ue, oe, ie, etc.</p> <p>Teach spelling long words -identify the 'tricky' part of long words.</p>	<p>Read the full range of Grey Storybooks with fluency and comprehension</p> <p>Teach memory strategies for high frequency or topic words.</p>	<p>Most children in Y2 will have completed the RWI phonics programme by Spring 2 and then will move on to reading comprehension activities.</p> <p>Teach and revisit spelling rules and memory strategies.</p> <p>Application of spelling in writing – marking/editing.</p> <p>Teach children how to do this.</p>	<p>Application of spelling in writing – children gaining independence.</p> <p>Teach useful spelling guidelines.</p>	<p>Revisit any areas of development for particular groups of children.</p> <p>AIM: By the end of Y2 children become fluent readers and increasingly accurate spellers.</p>
Other	<p>Year 2 Common Exception words and high frequency words (throughout Y2) - Learn to read and spell.</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.</p> <p>Teach dictionary work.</p> <p>Teach proof reading and editing.</p>					