

	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>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: <ul style="list-style-type: none"> - Environmental - Instrumental - Body Percussion - Rhythm - Rhyming songs and words - Alliteration - Voice sounds - Use Fred-talk to teach oral blending <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. <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
<p>RWI</p> <p>Minimum expectations in F2 Children will be able to...</p>	<p>Read single-letter Set 1 sounds (first 16)</p>	<p>Read all Set 1 single letter sounds (25 sounds).</p> <p>Blend sounds into words orally</p>	<p>Blend sounds to read words</p> <p>Read short Ditty stories</p> <p>Children should know at least 31 sounds.</p>	<p>Read Red Storybooks</p> <p>Read Set 1 Special Friends</p>	<p>Read Green Storybooks</p> <p>Read 4 double consonants</p> <p>Children should know at least 35 sounds (4 double consonants)</p>	<p>Read Green Storybooks</p> <p>Read first 6 Set 2 sounds</p> <p>Children should know at least 41 sounds (including the first 6 Set 2 sounds)</p>
<p>FS2</p> <p>General information</p>	<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. - Whole class 'Write Dance' to support pencil grip and control 	<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) - 'Write Dance' now as an intervention for any children still needing support with pencil grip and control 	<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 	<ul style="list-style-type: none"> - Teach and practise correct letter formation and orientation - Continue to teach/ model writing a simple sentence with <u>green/red words</u> during word time. - Children writing in exercise books - Teach/model reading sentences 	<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 - <i>Develop understanding of letter names by singing alphabet song whilst pointing to the letters.</i> 	<ul style="list-style-type: none"> - Children writing sentences in lined books. - Children read and spell increasing range of <u>green words and red words</u>. - Teach and practise correct letter formation and orientation - <i>Develop understanding of letter names by singing alphabet song whilst pointing to the letters.</i>
<p>Home learning focus: RWI Phonics sounds folder</p>						

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Y1</p> <p>Read Write Inc. Children can ...</p> <p>See also NC Y1 Appendix 1: Spelling</p>	<p>Read Purple Storybooks</p> <p>Read <u>all</u> Set 2 sounds (children should know at least 47 sounds - all Set 1 and Set 2 sounds)</p>	<p>Read Pink Storybooks</p> <p>Read first <u>5</u> Set 3 sounds (ea oi a-e i-e o-e)</p> <p>Children should know at least 52 sounds.</p>	<p>Read Orange Storybooks</p> <p>Read first <u>11</u> Set 3 sounds (a oi a-e i-e o-e u-e ew are ur er ow)</p> <p>Children should know at least 58 sounds.</p>	<p>Read Yellow Storybooks</p> <p>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)</p> <p>Children should know at least 64 sounds</p>	<p>Read Yellow Storybooks</p> <p>Read <u>22</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 au e-e ue ie ph)</p> <p>Children should know at least 69 sounds</p>	<p>Read Blue Storybooks</p> <p>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)</p> <p>Children should know at least 75 sounds</p>
<p>Ongoing & other information</p>	<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</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>By the end of Yr 1:</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>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 change, badge, giant. Gn (n) as is gnaw. y/ey endings</p> <p>Revisit ph, wh, i (in rice), c (in nice),</p>	<p>Read 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 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.</p> <p>Teach and revisit spelling rules and memory strategies.</p> <p>Application of spelling in writing – marking/editing. 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. Write from memory simple sentences dictated by the teacher that include words using GPC’s, common exception words and punctuation taught so far Teach proof reading and editing.</p>					