



## Phonics Progression Grid



All children at Oughtibridge Primary School work through phases below, which are part of the Read Write Inc. scheme of work. Children start daily phonics in Foundation Stage and carry on until the scheme is completed. The titles in the table refer to the group of books they read from.

Speed Sounds	Ditty	Red
<ul style="list-style-type: none"><li>• Learn, hear, say and identify Set 1 sounds and simple digraphs in order;</li><li>• m a s d t</li><li>• i n p g o</li><li>• c k u b f e l k</li><li>• s h r j v y w</li><li>• t h z c h q x n g n k</li><li>• As each group is taught, they teach blending and segmenting with CVC words.</li><li>• Explore and experiment with sounds, words and texts.</li></ul>	<b>Teach/Review Set 1 sounds</b> <ul style="list-style-type: none"><li>• Link sounds to letters, naming and sounding letters of the alphabet.</li><li>• Hear and say sounds in words in the order in which they occur.</li><li>• Blend CVC words and recognise common digraphs.</li><li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li><li>• Explore and experiment with sounds, words and texts.</li></ul>	<b>Review Set 1 sounds</b> <b>Teach Set 2 sounds ay, ee, igh, ow, oo, oo</b> <b>Initial consonant blends sp, fl, sl, cr, dr Word endings ss, ll, ck, ve</b> <b>Read real and nonsense words containing sounds learnt</b> <ul style="list-style-type: none"><li>• Link sounds to letters, naming and sounding letters of the alphabet.</li><li>• Hear and say sounds in words in the order in which they occur.</li><li>• Blend CVC and CCVC words and recognise common digraphs.</li><li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li><li>• Explore and experiment with sounds, words and texts.</li><li>• Begin to know that some words, common exception words, cannot be read using phonic knowledge.</li><li>• Recognise and join in with predictable phrases.</li></ul>

Green	Purple	Pink
<p><b>Review set 1 digraphs</b>  <b>Teach/review Set 2 sounds ay, ee, igh, ow, oo, oo</b>  <b>Word endings ff, tch</b>  <b>Read real and nonsense words containing sounds learnt</b></p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC and CCVC words and recognise common digraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Read automatically common exception words as they are introduced in the texts. • Read a variety of texts including nonfiction.</li> </ul>	<p><b>Teach/review Set 2 sounds ar, or, air, ir, ou, oy</b>  <b>Double consonants tt, ll, ff, ss, zz</b>  <b>Initial blends tr, st, bl, sw, bl, fr, spl</b>  <b>Read real and nonsense words containing sounds learnt</b></p> <ul style="list-style-type: none"> <li>• Blend CVC words and recognise common digraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li> <li>• Use phonics to read unknown or difficult words</li> <li>• Recognise all common digraphs taught.</li> <li>• Read automatically common exception words as they are introduced in the texts. • Read a variety of texts including nonfiction.</li> </ul>	<p><b>Review set 2 sounds</b>  <b>Teach set 3 sounds ea, oi, a-e, i-e, o-e, u-e</b>  <b>Read real and nonsense words containing sounds learnt</b></p> <ul style="list-style-type: none"> <li>• Recognise all common digraphs and trigraphs taught.</li> <li>• Read automatically high frequency words</li> <li>• Use syntax and context to self-correct when reading for accuracy and meaning</li> <li>• Read longer words including two- and three-syllable words</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Begin to not need to blend words out loud, ‘blend in your head’.</li> <li>• Read and understand contractions, use of apostrophe and common suffixes. Link what is read to own experiences, Discuss word meanings.</li> <li>• Recognise and join in with predictable phrases.</li> </ul>

Orange	Yellow	Blue
<p><b>Review set 2 sounds</b>  <b>Review set 3 sounds taught</b>  <b>Teach set 3 sounds au, ie, e-e, ue, ce, aw</b>  <b>Read real and nonsense words containing sounds learnt</b></p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Increasing confidence and speed in blending ‘in your head’ silently.</li> <li>• Read and understand contractions.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<p><b>Review set 2 sounds</b>  <b>Review set 3 sounds taught</b>  <b>Teach set 3 sounds are, ur, er, ow, ai, oa</b>  <b>Read real and nonsense words containing sounds learnt</b>  <b>Read 70+ words a minute, attempting intonation.</b></p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Discuss significance of title and events. • Make inference on the basis of what is being said and done.</li> </ul>	<p><b>Review set 2 sounds Review set 3 sounds taught</b>  <b>Teach set 3 sounds ew, ire, ear, ure, tious, tion</b>  <b>Read real and nonsense words containing sounds learnt</b>  <b>Read at 80+ words a minute, attempting intonation.</b></p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Participate in discussion about what is read, take turns in speaking and listening. • Explain</li> </ul>

## Grey

**Review set 2 sounds**

**Review set 3 sounds**

**Read real and nonsense words containing sounds learnt**

**Read at 90+ words per minute with intonation that shows comprehension**

- Recognise less common digraphs and trigraphs, explore word families.
- Routinely apply phonic knowledge for reading unknown and difficult words.
- Use syntax, context and word structure when reading for meaning.
- Use knowledge of word structure to support reading, including polysyllabic words.
- Confidence and speed in recognising and reading words, blending silently unknown words.
- Read a wide variety of texts including poems and non-fiction.
- Discuss word meanings, linking new meanings to those already known.
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

## Expectation of progress through the RWI Scheme

We expect children to typically move through the scheme as indicated in the diagram below. Some children may move at different speeds so please contact us if you have any concerns or would like more information.

[illegible]