



Vigo Primary School - Progression of Sounds in Read Write Inc Phonics

<p>Set 1A</p>	<p>In this group, we are still learning how to read the following sounds and apply this to our reading; m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e We are learning how to blend words containing these sounds; c/a/t = cat d/o/g= dog h/a/t= hat We do not focus on letter names, only the sounds</p>
<p>Set 1B</p>	<p>In this group, we are still learning how to read the following sounds and apply this to our reading; l, h, r, j, v, y, w, z, x We are confident with these sounds and we are able to blend words with these sounds; m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e We are learning how to orally blend words containing all of these sounds; b/u/s = bus k/i/t= kit v/a/n = van We do not focus on letter names, only the sounds.</p>
<p>Set 1C</p>	<p>In this group, we are able to confidently read the following sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x We are learning how to segment and blend words containing all of these sounds independently; b/o/x = box j/i/g= jig l/e/t= let c/a/n=can t/i/n=tin g/a/p=gap We do not focus on letter names, only the sounds</p>
<p>Ditty</p>	<p>In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words speedily. We are learning to use our 'Special Friends' to read longer words. We are focussing solely on the following sounds; ch, sh, th, ck, ng, nk, ff, ll, ss, qu f/i/ll= fill qu/i/llt= quilt ch/i/ck=chick sh/i/p = ship We are beginning to learn about 'nonsense words', these are pretend words that have no meaning but are decodable. sh/u/m= shum f/a/t/ch= fatch v/a/p= vap</p>
<p>Red</p>	<p>We should be able to independently read words with 'Special Friends' and 4-sound words with 'Fred Talk.' We are beginning to read some words 'speedily' containing sounds from Set 1, including words with 'Special Friends'. We are beginning to read 3 and 4 sound 'nonsense words', these are pretend words that have no meaning but are decodable. sh/u/m= shum f/a/t/ch= fatch v/a/p= vap We will read longer words containing these 'Special Friends'. We are also expected to use our 'Fred Fingers' to help us spell words.</p>
<p>Green</p>	<p>In this group, we are able to confidently use and apply all of our Set 1 single sounds and Special Friends to read words. We are beginning to read 4 and 5 sound words 'speedily'. This means we can look at a word and read it within 2 seconds and not have to Fred Talk it aloud. We can confidently read 'nonsense words', these are pretend words that have no</p>

	<p>meaning but are decodable. sh/ee/m= sheem f/ay/g= fayg v/oo= voo We are learning all Set 2 sounds; ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy. We are beginning to use and apply these sounds when reading words containing up to 5 sounds, including 'Special Friends' from Set 1 and 2. We are also expected to use our 'Fred Fingers' to help us spell words.</p>
Purple	<p>In this group, we are able to confidently use and apply all of our Set 1 sounds and the first 6 sounds from Set 2 to read words. We are able to read words 'speedily' containing sounds from Set 1 and 2, including words with 'Special Friends'. Reading 'speedily' means we can look at a word and read it within 2 seconds and not have to Fred Talk it aloud. We are focussing on reading words 'speedily' with Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy. We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable. b/l/ay= blay k/air= kair We are learning all Set 2 sounds and can read longer words with up to 5 sounds, including 'Special Friends' from Set 1 and 2. We are also expected to use our 'Fred Fingers' to help us spell words.</p>
Pink	<p>In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words 'speedily'. Reading 'speedily' means we can look at a word and read it within 2 seconds and not have to Fred Talk it aloud. We are focussing on reading words 'speedily' with the last 6 Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy. Only when we are confident using and applying these sounds will we move onto learning the first 6 Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable. b/l/oy= bloy t/or/g= torg We are also expected to use our 'Fred Fingers' to help us spell words.</p>
Orange	<p>In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words 'speedily'. We are beginning to read some words containing Set 3 sounds. We are beginning to read longer words with more independence. We are beginning to read sentences with more fluency. We are learning the following 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, cious/tious, tion, ue, ie, kn, wh, ph, ck, e. We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable. z/l/aw= zlaw kn/o/p= knop We are also expected to use our 'Fred Fingers' to help us spell words.</p>
Yellow	<p>In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words 'speedily'. We are able to read words containing the first 5 sounds in Set 3</p>

	<p>'speedily.' We are able to read longer words with independence. We are able to read sentences with more fluency, we should be able to read up to 70 words in a minute. We are learning the following 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, cious/tious, tion, ue, ie, kn, wh, ph, ck, e. We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable. z//aw= zlaw kn/o/p= knop We are also expected to use our 'Fred Fingers' to help us spell words. We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.</p>
Blue	<p>In this group, we are able to confidently use and apply all of our Set 1, 2 and 3 sounds to read words 'speedily'. We are able to read longer words with independence. We are able to read sentences with more fluency, we should be able to read up to 80 words in a minute attempting to read with intonation and to show comprehension of the text that is being read. We are learning to use and apply the following sounds independently when reading and writing: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, e-e, cious/tious, tion, ue, ie, kn, wh, ph, ck, e. We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable. z//aw= zlaw kn/o/p= knop We are also expected to use our 'Fred Fingers' to help us spell words.</p>
Grey	<p>In this group, we are able to confidently use and apply all of our Set 1, 2 and 3 sounds to read words 'speedily'. We are able to read longer words, including multi-syllabic words containing all the Set 3 sounds speedily and with independence. We are able to read sentences with more fluency, we should be able to read up to 90 words in a minute attempting to read with intonation and to show comprehension of the text that is being read. We are learning to use and apply the following sounds independently when reading and writing: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, e-e, cious/tious, tion, ue, ie, kn, wh, ph, ck, e. We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable. z//aw= zlaw kn/o/p= knop We are also expected to use our 'Fred Fingers' to help us spell words.</p>
Comprehension Group	<p>We are able to read longer words, including multi-syllabic words containing all the Set 1, 2 and 3 sounds speedily and with independence. We are able to read sentences with more fluency, we should be able to read up to 90 words in a minute attempting to read with intonation and to show comprehension of the text that is being read. When reading, we can predict what is going to happen, show an understanding of new vocabulary, sequence</p>

	events in the story, retrieve information confidently and use clues from the text to infer meaning.
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GLOSSARY

Fred Talk – also known as ‘segmenting’, this is when we ask children to say each sound before blending them to hear the word.

Blend – pinching the sounds together to make a word.

Special Friends – these are groups of letters that make one sound, for example ‘ch’ in ‘chip’ / ‘are’ in ‘care’ or ‘ee’ in ‘bee.’

Fred Fingers – Using your fingers to count how many sounds, including special friends, to help spell words.

Alien/Nonsense words - these are pretend words that have no meaning but are decodable.

Speedy Reading – Speedily reading words is when you are able to look at a word and read it within 2 seconds. This means you are using and applying your sound knowledge when reading.