

READING – Read, Write, Inc. EYFS & KS1 Overview – Term by Term

This document sets out the expected reading progression within **Read, Write, Inc.** lessons. The objectives are further embedded within discrete comprehension sessions from Year 1 onwards.

These objectives are set out as if children are achieving **as expected** throughout the year. Half-termly assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.

| | | Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 5 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks | End of Year Expectations |
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| Reception | Word Reading – Read, Write, Inc. | Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk | Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4) | Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). | Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he | Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are | Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds. | Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| | | By the end of each half-term children should be able to: | | | | | | |
| | | - Read all single letter set 1 sounds | - Read all set 1 sounds. - Blend sounds into words orally. | - Blend sounds to read words - Read short ditty stories. | - Read Red storybooks | - Read Green storybooks. - Read some set 2 sounds. | - Read Green or Purple storybooks. - Read some set 2 sounds. | |
| Comprehension | | Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary. | | Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context. | | Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary. | | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. |

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| | Comprehension | <p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions – verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. - Sequence the story <p>(Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)</p> | <p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions – with more independence and in simple written form e.g. multi-choice. - Answer simple questions - written <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)</p> | <p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, in simple, written form. <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> |
| | | | | | <p>Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> |

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| Year 2 | Word Reading – Read, Write, Inc. (Until end of Spring 1) | <p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Read multisyllabic words accuracy and pace.</p> | <p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Read multisyllabic words accuracy and pace.</p> | <p>Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.</p> <p>Children on track for expected will complete the programme at the end of Spring 1.</p> | <p>Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).</p> <p>Daily opportunities for children to build pace and fluency of reading.</p> <p>Learn how and when to use expression in reading.</p> <p>Children to read multisyllabic words and words with suffix endings.</p> <p>Children to read topic related vocabulary.</p> <p>Children to read year 2 common exception words.</p> <p>By the end of each half-term children should be able to:</p> | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> |
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| | | <ul style="list-style-type: none">- Read Blue storybooks with increased fluency and comprehension.- Read all of set 3 sounds speedily.- Read 70/80 words per minute. | <ul style="list-style-type: none">- Read Grey storybooks.- Read all of set 3 sounds speedily.- Read 80 words per minute.- Read multi-syllabic words speedily. | <ul style="list-style-type: none">- Read Grey storybooks with increased fluency and comprehension.- Read all of set 3 sounds speedily.- Read 80/90+ words per minute.- Read multi-syllabic words speedily. | <ul style="list-style-type: none">- Read with pace and fluency.- Begin to use expression as appropriate.- Read at a pace of 90 words per minute.- Read multisyllabic words with little or no hesitation.- Read year 2 common exception words | <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Children can read stories and passages at the pace of 90 words per minute.</p> <p>They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p> |
| Comprehension | Children are taught specifically to: | Children are taught specifically to: | Children are taught specifically to: | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>(continued on next page)</p> | | |
| | <ul style="list-style-type: none">- Use clues to predict.- Answer and ask questions (verbally or in simple written form).- Discuss the sequence of events in books.- Discuss and clarify the meaning of words. | <ul style="list-style-type: none">- Explain and discuss their understanding of books.- Begin to answer questions about text in a written form.- Discuss their favourite books, words and phrases.- Be introduced to non-fiction books that are structured in different ways.- Make inferences on the basis of what is said and done. <p>(plus Autumn term objectives)</p> | <ul style="list-style-type: none">- Participate in discussion about poems.- Continue to build up a repertoire of poems.- Recognise simple recurring literary language in poetry.- Answer more complex range of questions about longer pieces of text in a written form. <p>(plus Autumn and Spring term objectives)</p> | | | |
| <p>Throughout year 2 children are expected to:</p> <p>Choose books to read for their own pleasure from the 'You choose' basket in the library</p> <p>Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)</p> <p>Answer a range of questions based on Fred's Teaching</p> <p>Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.</p> | | | | | | |

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| | | | <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> |
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