

Literacy- Reading

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	<p>Read Write Inc. Word time</p> <p>Hears initial sound phonemes.</p> <p>Learn set 1 Read Write Inc sounds</p> <p>Daily Read Write Inc. Speed sound lessons</p>  	<p>Read Write Inc. Word time. Children should be ready for ditty level at the end of this term.</p> <p>Be able to independently blend CVC sounds in words. May need some support.</p> <p>Be able to read 1.1-1.7 words by sounding out. May occasionally need some support.</p> <p>Read words such as shop, chip, jump, that</p> <p>Some children not all.</p> 	<p>Read Write Inc. Children should be working on Ditty level during this term.</p> <p>Ditty Photocopy sheets Can provide a more gradual approach for children needing more support. Sheets 1-10</p> <p>Instantly and confidently knows all set 1 Read Write Inc Sounds.</p> <p>Has been introduced to digraphs. Knows the digraphs sh, nk, ng, qu, th and can apply these to their reading.</p> <p>Can confidently blend cvc and ccvc words in Red Read Write Inc Ditty Books.</p> 	<p>Read Write Inc. Children should be working on Ditty level during this term.</p> <p>Confidently reading red ditty books using skills of blending.</p> <p>Recognizing sh, ch, th, nk, ng digraphs and trigraphs in reading books.</p> <p>Reads simple sentences and phrases. i.e. a cat in a hat or sit on the bus.</p> 	<p><b>Read Write Inc. Children should be working on green and purple level during this term.</b></p> <p><b>Know and apply set 2 Read Write Inc sounds.</b></p>  <p><b>Be able to speedily read (Fred in Your Head), without sounding out many 1.1.1.7 words.</b></p> <p><b>ELG- Say a sound for each letter in the alphabet and at least 10 digraphs.</b></p> <p><b>ELG- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> 	
Tricky words	<p>Reads Read Write Inc. Red (Tricky) words</p> <p>Non-specified</p>	<p>Reads Read Write Inc. Red (Tricky) words</p> <p>Non-specified</p>	<p>Reads Read Write Inc. Red (Tricky) words</p> <p><b>The, I, no, for, of, he, my</b></p>	<p>Reads Read Write Inc. Red (Tricky) words</p> <p><b>The, I, no, for, of, he, my</b></p>	<p>Reads Read Write Inc. Red (Tricky) words</p> <p><b>I, the, said, you, he, be, was, of, no, me, go, my, to, are, your</b></p>	
Phonological awareness	<p>Hears initial sound phonemes.</p> <p>Joins in with known songs and simple rhymes.</p>	<p>Orally segments words. Uses rhymes in role play and in performance area inside and outside.</p>	<p>Can finish rhymes in rhyming stories.</p> <p>Can continue a rhyming string. Can tap out the syllables in multisyllabic words and blend and segment these.</p>	<p>Can write a list of rhyming words.</p>		