



| <b>Progression of Phonics Read Write Inc. Programme</b> |  |
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|   | Set 1 sounds:<br><br>m a s d t    l n p g o    c k u b f e l h    s h c h    r j v y w    t h z c h q u x n g n k  |
| <b>Group A</b><br><br><b>Set 1</b><br><br><b>sounds</b> | <ul style="list-style-type: none"><li>• The children may know a few single letter sounds.</li><li>• Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words.</li><li>• The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter.<br/>After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words</li></ul> |
| <b>Group B</b><br><br><b>Set 1</b><br><br><b>sounds</b> | <ul style="list-style-type: none"><li>• The children know most single letter sounds.</li><li>• They begin to learn to blend orally</li><li>• Lessons also focus on teaching gaps in single letter sounds.</li></ul>  |



## Early Reading Progression at St Michael's



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| <b>Group C</b><br><br><b>Set 1</b><br><br><b>sounds</b> | <ul style="list-style-type: none"><li>• The children know most single letter sounds and are able to blend orally.</li><li>• The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.</li></ul>  |
| <b>Ditty</b><br><br><b>Group</b>                        | <ul style="list-style-type: none"><li>• The children know all Set 1 single letter sounds speedily and can blend sounds into words orally.</li><li>• They are able to Fred Talk most words.</li><li>• Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu</li><li>• In addition, the children learn to read the sounds and words needed to read a simple Ditty sheet each day.</li><li>• They also write a simple phrase or sentence related to the Ditty</li></ul> |
| <b>Red</b><br><br><b>Group</b>                          | <ul style="list-style-type: none"><li>• The children know all Set 1 sounds speedily.</li><li>• They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words.</li><li>• Lessons involve reviewing Set 1 Sounds and vocabulary.</li><li>• They also learn to read more words containing Special Friends and words that contain 4+ sounds.</li><li>• The children are now reading the Red Ditty Books.</li></ul>   |



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|              | Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy   |
| Green Group  | <ul style="list-style-type: none"><li>• The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</li><li>• Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds.</li><li>• Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy)</li><li>• The Story Book lesson runs over three days.</li><li>• The children practise the Speed Sounds and Green Words related to the Story.</li><li>• They also practise reading Green and Red Words (common exception) speedily.</li><li>• They will answer questions about the story and practise building sentences orally.</li><li>• They read the story three times with the focus on building intonation and fluency.</li><li>• In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book.</li></ul> |
| Purple Group | <ul style="list-style-type: none"><li>• The children are able to read most words speedily<br/>Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.</li></ul>  |



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| <b>Pink Group</b>   | <ul style="list-style-type: none"><li>• The children are able to read ay ee igh ow oo oo speedily.</li><li>• They are able to Fred Talk real and alien words.</li><li>• They read a range of real words speedily (no Fred Talk)</li><li>• The Story Book Lessons follow the same three-day format and reading activities as detailed for the Green Group. Writing activities also involve composing descriptive sentences, questions and responses and commands.</li></ul>  |
|                     | <p><b>Set 3 sounds:</b></p> <p>ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tious, tion, e, cious</p>  |
| <b>Orange Group</b> | <ul style="list-style-type: none"><li>• The children are able to read ar or air ir ou oy speedily.</li><li>• They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</li><li>• Lessons continue to review Set 1 and 2 sounds.</li><li>• Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious)</li></ul> <p>The Story Book Lessons follow the same three -day format and reading activities as detailed for the Green Group Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description.</p> |



## Early Reading Progression at St Michael's



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| <b>Yellow Group</b> | <ul style="list-style-type: none"><li>• The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk).</li><li>• The Speed Sound Lesson will revise Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds.</li><li>• The Story Book Lesson extends to five days.</li><li>• In addition to the previous activities (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar.</li><li>• The children are taught to spell Red and Green words.</li><li>• Grammar: verbs, apostrophe, past tense (suffixes and adjectives) prefix –un, plurals using suffixes, joining words and clauses, compound words, adjectives, nouns, past tense statements Writing: sequenced narrative, poster, writing in role, short play, advertisement, leaflet, instructions.</li></ul> <p>Year 2 children will take part in the reading, spelling and comprehension part of this lesson only.</p> |
|                     | <b>Additional sounds: ue, ie, au, kn, ck, wh, ph, e-e</b>  |
| <b>Blue Group</b>   | <ul style="list-style-type: none"><li>• The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds.</li><li>• They can read a text at 70+ words per minute The Speed Sound Lesson will review Set 2 and 3 Sounds.</li><li>• The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words.</li></ul> <p>Writing for Year 1 may include: newspaper report, writing in role, letter, invitation, poem, journey description, instructions, persuasive poster.</p> <p>Year 2 children will follow the reading, spelling and comprehension lesson at this level.</p>   |



## *Early Reading Progression at St Michael's*



### Grey Group

- The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute.
- The Story Book Lesson follows the format and activities detailed for the Yellow Group.
- The children follow the reading, spelling and comprehension lesson at this level.