RWI Progression

	End of three terms before entry into Reception	End of two terms before entry into Reception	End of term before entry into Reception
Nursery 2	**Aspect 1: Environmental sounds** Can distinguish between different environmental sounds **Aspect 2: Instrumental sounds** Can distinguish between different instrumental sounds **Aspect 3: Body percussion** Can copy multipart sound patterns	**Aspect 4: Rhythm and rhyme** Can complete the rhyme in a familiar story or song Can recognise a word that doesn't rhyme e.g. log, dog, cat **Aspect 5: Alliteration** Matches objects that have the same initial sound **Aspect 6: Voice sounds** Can pronounce most phonemes correctly	**Aspect 7: Oral blending and segmenting** To be able to orally blend CVC phonemes heard to say the word **Word reading expectation** Learn set 1 sounds To be able to recognise and blend with support from the teacher to read CVC words containing the following graphemes: Group 1:m, a, s, d, t Group 2: i. n, p, g, o
	End of Term One	End of Term Two	End of Term Three
Reception	**Word Reading Expectation** Learn set 1 sounds To be able to recognise and read without overt sounding and blending **CVC, CVCC, CCVC** following graphemes (WT1-1.5): Group 1:m, a, s, d, t Group 2: i. n, p, g, o Group 3: c, k, u, b, f, ck Group 4: e, l, h, sh, r Group 5: j, v, y, w, th Group 6: z, ch, qu, x, nk, ng	**Word Reading Expectation** Learn set 1 sounds To able to recognise and read without overt sounding and blending **CVC, CVCC** containing set 1 graphemes. **Book Reading Expectation** Read Red books containing **set 1 sounds** for fluency	**Word Reading Expectation** Learn set 2 sounds To able to recognise and read without overt sounding and blending **CVC, CVCC, CCVC, CVCC, CCVCC** words containing the f set 1 Read **CVC, CVCC, CCVC** including the following graphemes: Ay ee igh ow oo o oar or air ir ou oy **Book Reading Expectation** Read Green/Purple books contain **set 1 sounds** for fluency

Year 1	**Word Reading Expectation** Learn set 3 sounds To able to recognise and read without overt sounding and blending **CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic** words containing previously taught graphemes and start to read words containing the following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious **Book Reading Expectation** Read Orange books containing **set 2 sounds for fluency**	**Word Reading Expectation** Review set 3 sounds To able to recognise and read with increasing fluency **CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic** words containing previously taught and following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious **Book Reading Expectation** Read yellow books containing **set 2 sounds for fluency**	**Word Reading Expectation** Review set 3 sounds To able to recognise and read without overt sounding and blending **CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic** words containing the following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious **Book Reading Expectation** Read blue books containing **set 2 and 3 sounds for fluency** at 70+ words per minute
Year 2	**Word Reading Expectation** Review set 3 sounds To able to recognise and read without overt sounding and blending **CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic** words containing the following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious **Book Reading Expectation** Read Grey books containing **set 3 sounds for fluency** at 90+ words per minute	Any children still accessing daily phonics sessions beyond Autumn term will do so in an intervention group	