

# Progression of Read Write Inc at Leverton Academy



Expected progress through school	RWI stage	Overview of Teaching	Word lists alongside take home books aligned to group
Reception Autumn Term	Start	<p><b>Speed Sound phonics session:</b> Set 1 sounds - Word times 1-3 (Approx 10mins)</p> <p><b>Individual reading:</b> Word Time word lists</p>	<p><b>Word lists 1.1, 1.2, 1.3</b></p> <p>Single letter cards</p> <p>Blending books</p>
Reception Spring Term	Red Ditty books	<p><b>Speed Sound phonics session:</b> Set 1 sounds - Word times 1.4-1.7. Set 2 sounds taught when children fluent in set 1 sounds.</p> <p><b>Group Reading:</b> Red Ditties - a ditty a day</p> <p><b>Dictation:</b> Red Ditty complete the sentences</p>	<p><b>Word lists 1.4, 1.5</b></p> <p>Single letter cards</p> <p>Blending books</p> <p>Red word list: I, of, my, the, no, me, put, a today</p>
Reception Summer Term	Set 1 green Set 2 purple	<p><b>Speed Sound phonics session:</b> Review all set 1 sounds (Children encouraged to 'fred in head' for fluency) - Teach set 2 sounds. Green words from set 1 and 2.</p> <p><b>Group Reading:</b> Green books read - Purple books read</p> <p><b>Dictation:</b> Hold a sentence - Hold a sentence</p>	<p><b>Word lists 1.6, 1.7</b></p> <p>Set 2 green words</p> <p>Green Take home books</p> <p>Purple Take home books</p> <p>Green books/Red word list - Your, said, he, are, you, she, be, ask, says, our</p> <p>Purple books/Red word list - go, baby, into, want, is</p>
Year 1 Autumn Term	Set 3 pink Set 4 orange	<p><b>Speed Sound phonics session:</b> Review all set 2 (Children encouraged to 'fred in head' for fluency) - Teach set 3 sounds. Green words from set 1 and 2</p> <p><b>Group Reading:</b> Pink books read - Orange books read</p> <p><b>Dictation :</b> Hold a sentence - Hold a sentence</p>	<p><b>Word list for Set 2 and 3 green words</b></p> <p>Pink Take home books</p> <p>Orange Take home books</p> <p>Pink books/Red word list - All, like, I've, want, we, be, her, she, washing, some, there, so</p> <p>Orange books/Red word list - What, they, do, old, was, her</p>
Year 1 Spring term	Set 5 Yellow	<p><b>Speed Sound phonics session:</b> Review all set 2 and 3 - Children encouraged to read with more fluency (Speedy reading)</p> <p><b>Group Reading:</b> Yellow books read - Blue books read</p>	<p><b>Word list for Set 2 and 3 green words</b></p> <p>Yellow Take home books</p> <p>Blue Take home books</p> <p>Yellow book/Red word lists: One, saw, watch, watches, school, small, by, wall, fall, who, tall, brother, I'm, their, any,</p>
Year 1 Summer term	Set 6 blue	<p><b>Dictation:</b> Hold a sentence - Hold a sentence</p>	<p>Blue book/Red word lists: other, two, would, anyone, over, does, through, once, son, you're, why, humans, whole</p>

Year 2 Autumn term	Set 7 grey	Fluency and accuracy in reading words with all set 1,2 and 3 sounds in. Majority of words using set 1-3 sounds spelt correctly. Reading approx. 80 words a minute.	<b>Grey Take home books</b> <b>Grey book/Red word lists:</b> Should, come, many, mother, father, people, great, above, everyone, someone, another, walk, buy, talk, caught, worse, bought, thought, love, wear
Year 2 Spring Term	Set 7 grey		

**Speed sound session:**

1. Children taught new sound (phoneme) or new spelling choice for sound already known (grapheme) and revisit all previously taught sounds
2. Children read words with this new sound through 'Word Time'. They review words with previously taught graphemes to become fluent (Speedy reading).
3. Children use 'fred fingers' to spell words with new and previously taught graphemes. In set 2/3 they use letter names when checkin

**Group reading:**

1. Children are introduced to texts that match their phonic ability. New vocabulary is explored and children practise reading green words, some with additional rules such as suffixes etc.
2. Children taught to read 'red words' by looking for the 'grotty grapheme'. Red words are displayed and children revisit these daily.
3. Children work in partners to read book with a partner, repeating 3 or 4 days to become fluent in their reading depending on the book level. This book is sent home after final read to read confidently at home.
4. Children are asked some comprehension questions related to the text.

**Dictation:**

1. Children are taught to 'hold a sentence' - staff members model the writing process and cover up
2. Children have a go at writing the sentence as the staff did, then check through for successes and any mistakes
3. Sentences encompass red words that have been previously taught.

**ASSESSMENT:**

Children are assessed every half term and grouped according to the RWI stage in which they are confident. Tracking documents are used to show the progress made for individuals and groups of children. Children who are not making the expected progress receive additional targeted support to fill the gaps in learning based on these assessments. These are delivered by skilled members of staff who are clear about what is needed in order to move children on quickly. We aim for all children to complete the programme and move onto 'Free Readers' books by the end of Spring Term and move onto the Reciprocal Reading teaching that we use on completion of this programme.