



Phonics Curriculum Overview

These are the expectations for the lowest 20% of children. Other children should be well in advance of this.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	RWI: Talk-a-lot, read-a-lot The main focus is reading stories and rhymes to children and developing their language. We plan nursery rhymes and stories we sing and read over and over again – using the same actions and special emphasis every time. We Role play together Use ‘ten top tips for reading stories’ and share with parents. We plan talk throughout the day to ensure children talk as much as possible. We teach grammar and vocabulary by building sentences orally throughout the day.				Teaching Phonics: We start teaching Set 1 sounds Once the children can read all the single letter Set 1 sounds speedily we teach them to blend. Letter formation: Teach children to form the letters in the air during the Speeds Sounds lessons. We teach them the correct pencil grip and sitting position from the very beginning.	
Reception	Read 16 Set1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks. Read Set 1 Special Friends	Read Green Storybooks; read some Set 2 sounds	Read Green Storybooks. Read first 6 set 2 sounds.
Year 1	Read Purple Storybooks; read Set 2 sounds	Read Pink Storybooks; read first 5 set 3 sounds	Read Orange Storybooks; read 11 Set 3 sounds	Read Yellow Storybooks; read 17 set 3 sounds	Read Yellow Storybooks; read 22 Set 3 sounds	Read Blue Storybooks. Read Set 3 sounds and additional graphemes.
Year 2	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks	Read Grey Storybooks with increasing fluency and comprehension	Access RWI Comprehension and Spelling programmes	Access RWI Comprehension and Spelling programmes	Access RWI Comprehension and Spelling programmes
Year 3 - 6	Interventions are tailored for children’s needs					

RWI Expectations for Progress	Our goal is for children to: 1. Work out unfamiliar words quickly – including new vocabulary and names. 2. Read familiar words speedily – that is, words they have been taught. 3. Read texts - including the words they have been taught – fluently. Please note: these are the expectations for the lowest 20% of children. Other children should be well in advance of this. All children should achieve these expectations, if they have followed the programme from Reception.
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