

Read Write Inc Benchmarks by Term

Below is a guide to the knowledge and progression for an expected child in Read

Reception:

All reception children begin their year by accessing the Read Write Inc start strong provision. This first 4 weeks introduces them to initial sounds and cards used throughout the scheme, and helps to prepare them for their entry to the Read Write Inc phonics scheme.

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks	End of Year Expectations
Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, ar, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	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.
	By the end of each half-term children should be able to:						
	- Read all single-letter set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short ditty stories.	- Read Red storybooks - Read Red storybooks	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds.	

Year 1:

In Year One children continue their journey through the Read Write Inc scheme. They learn and apply additional sounds, and read from books which grow progressively more complex at each stage. Regular assessments ensure that they are challenged and supported effectively. For some of our pupils, progress will be made to the end of the scheme (grey books) In this situation, Year Two begins with the shift to the comprehension approach we deliver throughout KS2.

Word Reading – Read, Write, Inc.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7 .	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1, 2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.
	By the end of each half-term children should be able to:						
	- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e, o-e, u-e, e-e). - Read above sounds in nonsense words.	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.	
	Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.						

Year 2:

As previously mentioned, by Year Two some children will have finished the Read Write Inc scheme. Those who have not continue to progress through the stages. Any children at risk of falling behind, or those who did not pass their phonics screen in Year One will benefit from additional teaching and resources to support them catch up to their peers.

Word Reading – Read, Write, Inc.	Children to read words containing set 1, 2 and 3 sounds speedily.	Recap any missing sound gaps and build fluency when reading stories.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes.
	Read multisyllabic words accuracy and pace.	Read multisyllabic words accuracy and pace.	Children on track for expected will complete the programme at the end of Spring 1.	Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.	
By the end of each half-term children should be able to:					
	<ul style="list-style-type: none"> - Read Blue storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute. 	<ul style="list-style-type: none"> - Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multi-syllabic words speedily. 	<ul style="list-style-type: none"> - Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily. 	<ul style="list-style-type: none"> - Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words 	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.