






Progression through Phonics at Emmaus based on the Read Write Inc. (RWI) Scheme

What will my child learn in phonics?

Group	What will they learn?
<p>1A</p> 	<p>Children will be introduced to Fred the Frog as an aid to help them learn. They will learn to recognise the first 16 single letter sounds on the scheme which are the most common sounds. They will learn the sound NOT the letter name - for example, 'a' not 'A'. There are picture clues to help them such as 'c-c-caterpillar', d-d-dinosaur'. They will learn how to blend 3 letter sounds together orally eg 'm-a-t-mat' using 'Fred Talk'. They will be introduced to 'Fred Fingers' for spelling, saying the sounds in simple 2 and 3 letter words. They then have a go at forming the letter with a simple phrase such as 'all around the orange' to help them remember how to form the letter when writing.</p>
<p>1B</p> 	<p>Children will continue to learn the rest of the single letter sounds and how to blend them together using magnetic letter boards. They will use the phrase, 'Fred Talk, Read the Word' where they say the sounds, then blend to read the word.</p> <p>What's new? Children learn the remaining single letters l, h, r, j, x, y, w, z, v.</p>
<p>1C</p> 	<p>Children now know all the single letter sounds of the alphabet. They now move on from blending using magnetic letter boards and work on reading simple 3 letter CVC words such as 'mat', 'sit' and 'hen' on green cards. They will continue to use Fred Fingers to spell CVC words.</p> <p>What's new? Children begin to learn the phrase 'special friends' where 2 or 3 letters make one sound eg sh, th, ck. They will begin to learn the set 1 special friends - sh, th, qu, ch, ng, nk, ck, ll, ss, ff</p>
<p>Ditty</p>	<p>Children will continue to learn the set 1 special friends. They will learn to read words with 'special friends' such as 'chip' or 'fish'. They will read short texts with a repeated structure on a worksheet and are taught how to read tricky 'red' words. Red words are words that are not phonetically decodable such as 'he' and 'said'. Schools sometimes refer to this as 'common exception words'.</p> <p>What's new? Children are introduced to 'nonsense' or 'alien' words which are words that make no sense such as 'rab' and 'fas'. At this stage, they will be CVC nonsense words using set 1 sounds.</p>

<p>Ditty 2: tag</p> <p>Sound blends - read the words and the letter names</p> <p>t a s d g n m i</p> <p>Green Words - read these words by blending the sounds together</p> <p>it dad it nan am tag</p> <p>Red Words - read these words but tell your child the rest if they get stuck</p> <p>I</p> <p>tag dad is it tag nan is it tag I am it</p> 	
<p>Red</p> <p>jub </p>	<p>Children will review set 1 sounds speedily and read CVC words including with set 1 special friends in them. They start reading red level books which is like having 3 ditties in one book. In the storybook activity, they pre-learn the green real words and any 'red words' for the text they are looking at to help speed up their fluency of reading.</p> <p>What's new? Children will begin to learn to read 4 and 5 letter sounds in real words such as 'frog' and 'grin' and in nonsense words such as 'criff, and 'frud'.</p>
<p>Green</p>	<p>Children are now secure in using 'special friend, Fred Talk, read the word' and begin to learn set 2 sounds. They continue to pre-learn green and red story words for the story. They will now read green books which continues to build on their set 1 sound knowledge but it is expected that they will read more speedily when reading these sounds. They are taught how to use 'Fred in your Head' where they silently 'Fred Talk' then say the word outloud.</p> <p>What's new? The introduction of set 2 special friends - ay ee igh ow oo oo or ar air ir ou oy</p>
<p>Purple</p>	<p>Children continue to learn set 2 sounds and learn the same as the green group but speedier and using purple level books. Once set 2 sounds are secure, they may learn set 3 sounds depending on the progress of the group.</p> <p>What's new? The emphasis is on speed of reading for this group. In the assessments, they will now be expected to read 8 out of 10 words at speed either by sight reading or a quick 'Fred in your Head' strategy.</p>
<p>Pink</p>	<p>Children can now read the first 6 set 2 sounds (ay, ee, igh, ow (as in snow) , oo and oo (u)) speedily in real and nonsense words. They continue to follow the same story lesson structure as before but with pink level books.</p> <p>What's new? The introduction of set 3 special friends.</p>
<p>Orange</p>	<p>Children are secure in reading 12 set 2 sounds in real and alien words. They will read orange level texts and continue to learn set 3 sounds - ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</p>


	<p>What's new? Focus on spelling set 2 sound words including with 4 and 5 letters eg 'spark' and 'house'. Orange books are also longer texts than pink books.</p>
Yellow	<p>Children focus on consolidating all set 1, 2 and 3 sounds. They work on becoming speedier and therefore they use less 'Fred Talk' and more sight reading or 'Fred in your Head' skills. They focus on fluency in reading yellow level texts. They will spell set 2 and 3 sound words using Fred Fingers.</p> <p>What's new? Children will now be introduced to applying their knowledge of sounds to read longer words such as 'handbag', 'shower' and 'often' and nonsense words like, 'felin', 'plorg' and 'chorp'.</p>
Blue	<p>Children read set 3 and matching set 2 special friends in real and nonsense words. Eg elb<u>ow</u> (as in snow) and sh<u>ow</u>er (as in cow) or ret<u>urn</u>, b<u>ir</u>thday, lett<u>er</u>. They read blue level texts where the focus is on fluency. They will spell using Fred Fingers using set 1, 2 and 3 sounds.</p> <p>What's new? Children must know most of the 75 sounds and be able to read a passage at 60 words per minute, attempting to show intonation and comprehension to be in this group</p>
Grey	<p>Children continue to read for fluency, accuracy and comprehension. Attention is drawn more to 'voice choice' by thinking how the character is feeling and what voice they may use. They will still spell words using set 1, 2 and 3 sounds.</p> <p>What's new? Children must know all 75 sounds and be able to read a passage at 70 words per minute, attempting to show intonation and comprehension to be in this group</p>
Inference/ Off RWI	<p>In order to be off the RWI program, children must be able to read all the sounds and read a passage at 80+ words per minute. They should be fluent and when reading a text which they've not seen before and show intonation and comprehension skills.</p>


End of Y1 Phonics Screening Check

All Y1 children will have to take the Government's check which assesses if they can read real and nonsense words. There are 40 words in total. Children who don't pass in Y1, will resit in Y2. It helps guide us with what, if any, support is needed in Y3 and beyond. Please ask for previous year's examples of the check to see which sort of words are tested.

[Please click here for a short video about the Phonics Screening Check.](#)

jer 

drave 

teap 

phibe 

elbow

tailor

sequins

whirling

Which sounds will my child learn?



Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and swirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shout it out	oy toy for a boy	
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

Plus additional sounds: au, ie, e-e, wh, ue, kn, tion, tious, cious, e (E)

Which group should my child be in?

Based on the Read Write Inc. (RWI) Scheme we use at Emmaus

Reception	1A	1B	1C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
October half term												
End of December												
February half term												
Easter Holidays												
May half term												
End of Reception												
Year 1												
October half term												
End of December												
February half term												
Easter Holidays												
May half term												
By End of Year 1												

- In Year 2, children will consolidate all sounds and work on fluency and comprehension until secure enough to move into an inference group.
- KS2 children learn inference skills at the same time as phonics lessons are happening.
- If your child is in KS2 but still needs phonics, they will attend the relevant phonics group matched to their reading level.

How can I help my child at home?

1. **Environmental print**

Especially for younger children, point out words in the environment. Let them read words in the shop, on a walk or street signs. This repeated act will help them learn quicker.

2. **Let them read their phonics book to you**

Your child will have access to Book Bag Books, which they can bring home to read. It's matched to their phonics level meaning they can read to you with confidence. They should **read the text three times** to build their speed of reading (fluency) and confidence then return it to school to swap for a new book.

3. **Share stories with your child at home**

Just a simple bedtime story goes a long way. For older children, they may wish to read by themselves but any reading time is valuable.

4. **Put subtitles on TV**

This sounds odd but if they are watching TV they are hearing the words written on screen and it can help.

5. **Commitment to helping your child learn weekly spellings as set by the class teacher**

Teachers set and test spellings each week. The words set are taken from the most common words they are expected to know by age.

6. **Phonics links to phonics videos**

All parents of children who are on the phonics scheme will be sent a text at 3.20pm on Monday afternoons with a link to daily phonics videos. The videos are matched to your child's reading level. There are 5 links per group - one per day. Please share these videos with your child.

How to listen to your child read

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!



We have a 'Reading for Pleasure' time every day at school so children develop a love of stories, poems and non-fiction books. We hope that you will do the same by reading a bedtime story to your child every night.

What if my child isn't off phonics by the end of Y2?

At Emmaus, we are committed to all children leaving our school as confident readers and set up with the important life skill that is being able to read. We strongly believe in leaving no child behind and have a 'keep up, not catch up' approach where children needing extra support will receive additional intervention swiftly. This might be 1:1 tutoring with an adult working on phonics sounds, quick speed minutes where cards of unknown sounds are shown, small group extra 5 minute lesson, phonics peer read together during registration, practising reading the texts 1:1 with an adult and work on fluency or phonics videos in school.

The Phonics Lead, Mrs Mason, assesses each child on the scheme every half term and plans for the groups and interventions so that it is consistent throughout school. Children move groups once assessments are complete so that then logistics can be organised.

Information based on the RWI documents that support school.

