



Highfield
C.E Primary School

<p>NC statement: 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading.</p>
<p>Assessment: Half termly assessment using updated RWI assessment sheet</p>

Autumn 1				Book Bag Book	Weekly spellings/ Red words	
<p>Ensure that all set 1 and 2 sounds have been recapped and that children can read simple sentences from RWI texts AND write dictated sentences based on GPCs that have been taught</p> <p>Identify any children who will need additional support and use interventions based around gaps in phonic awareness in order to prepare children to move onto pink books in Autumn 2</p>				<p>Keywords to be taught and assessed (speedy reading) Reading: oh their people Mr Mrs looked there Writing: some said one come do so were have</p>	<p>Children to be assessed using RWI sheet for book bag book level.</p> <p>Spellings to be based on initial assessment and to fill common gaps in phonic awareness across the cohort From autumn 2 spellings to be based on red words from the assigned storybook in order to build accuracy and fluency. Include other green words from the text that may be helpful in order to support reading- if words are duplicated two weeks in a row, substitute for words that are relevant to literacy lessons. Include words linked to focus sound</p>	
Autumn 2						
Expose to all set 1 and 2	Week 1	Focus sound- a e i o u	Books <i>Scruffy Ted</i>	Keywords to be taught and assessed (speedy reading) Reading: laughed because different any eyes friends once please Writing: oh their people Mr Mrs looked called asked could	<i>Scruffy Ted gets lost</i>	all my like I've the
	Week 2	All of set 1- blending to read simple sentences	Books <i>Tab the cat</i>		<i>Pip the parrot</i>	want you call we be no her are the
	Week 3		Books <i>In the sun</i>		<i>Rags</i>	my of the
	Week 4		Books <i>The dressing up box</i>		<i>Sam's bag</i>	all me you said the
	Week 5		Books <i>Tab's kitten</i>		<i>Yap, yap!</i>	he she to no call her I've the
	Week 6	Focus sound- ay	Books <i>Sanjay stays in bed</i>		<i>My holiday</i>	of are said you all no he

	Week 7	Focus sound- ee	Books <i>The Greedy Gremlin</i>		<i>I can see you Dad!</i>	to my washing the
Spring 1						
Expose to all set 1 and 2	Week 1	Focus sound- igh	Books <i>In the night</i>	Keywords to be taught and assessed (speedy reading) Reading and writing: in and that with can up had this went not then as them down big it's see	<i>Up all night</i>	some no all of the
	Week 2	Focus sound- ow	Books <i>Snow</i>		<i>Let's play in the snow</i>	my you to me the
	Week 3	Focus sound- oo	Books <i>So cool!</i>		<i>Boo's coolest day</i>	be my no so all
	Week 4	Focus sound- ay	Books <i>Playday</i>		<i>We can play!</i>	what they do said you to the
	Week 5	Focus sound- ee	Books <i>I think I want to be a bee</i>		<i>A vet's week</i>	what to me be want my
	Week 6	Focus sound- igh	Books <i>A bad fright</i>		<i>Fright night</i>	go my what be the
	Week 7	Focus sound- ow	Books <i>Follow me!</i>		<i>Can you see me?</i>	said he me you to do what no the go
Spring 2						
Expose to all set 1 and 2	Week 1	Focus sound- oo	Books <i>Too much!</i>	Keywords to be taught and assessed (speedy reading) Reading and: laughed because different any eyes friends once please writing oh their people Mr Mrs looked called asked could	<i>A bad mood</i>	old my are
	Week 2	Focus sound- oo	Books <i>A good cook?</i>		<i>Good old Grandad!</i>	said all he we my said so to the
	Week 3	Focus sound- ar	Books <i>Come on Margo!</i>		<i>Dads and karts</i>	was to are old so go you they the
	Week 4	Focus sound- or	Books <i>My sort of horse</i>		<i>Born on a farm</i>	so of want all to do my the
	Week 5	Focus sound- air	Books <i>Haircuts</i>		<i>Good hair, bad hair</i>	you want do of no the
	Week 6	Focus sound- ir	Books <i>My best shirt</i>		<i>Birthday party? No thanks!</i>	my said so she we me her to
	Week 7	Focus sound- ou	Books <i>Look out!</i>		<i>A house fit for a mouse</i>	want my do to the

Summer 1						
Expose to all set 1 and 2	Week 1	Focus sound- igh	Books <i>Hunt the Tortoise</i>	Keywords to be taught and assessed (speedy reading) Reading writing: in and that with can up had this went not then as them down big it's see	<i>A pet tortoise</i>	he be said no so go to all call the
	Week 2	Focus sound- a e i o u	Books <i>The duckchick</i>		<i>Fox's tricks/ Adopted animals</i>	some saw her to all was they watch of
	Week 3	A longer read of mostly Set 1 to build up reading fluency	Books <i>Off sick</i>		<i>Miss Smith is ill/ What happens to your sandwich</i>	watch(es) was to all said want you are of school her they
	Week 4		Books <i>Tom Thumb</i>		<i>Stuck in fog/ Bugs</i>	small was to do said of what their
	Week 5		Books <i>The gingerbread man</i>		<i>A hungry fox/ Grab a snack</i>	to was her said you of they their
	Week 6		Books <i>Robin hood</i>		<i>A big bag of cash/ Bushcraft</i>	your who tall you of to want they said
	Week 7	Focus sound- ay	Books <i>Lost</i>		<i>No way!/ What way is it?</i>	they call all are your you her what do to brother of were
Summer 2						
Expose to all set 1, 2 and 3	Week 1	Focus sound- ee	Books <i>Do we have to keep it?</i>	Keywords to be taught and assessed (speedy reading) Reading writing: very look don't come will back from children him get just now came about got your put	<i>Sam needs feeding/ what can baby do?</i>	want all one to do you I'm I've baby
	Week 2	Focus sound- igh	Books <i>Danny and the bump-a-lump</i>		<i>Just let me sleep/ Fun at night</i>	there watch small what some of was to you I've I'm all
	Week 3	Focus sound- ow	Books <i>Grow your own radishes</i>		<i>The radish contest/ Plants</i>	their you your want some they are small of fall call any to
	Week 4	Focus sound-oo and oo	Books <i>The foolish witch</i>		<i>Tom's cooking class/ What's in the woods?</i>	where some they was you said to were there are tall call wall of
	Week 5	Focus sound- ar	Use final sessions to consolidate learning over the year. Ensure that all set 1 and 2 sounds have been recapped and that children can read simple sentences from RWI texts AND write dictated sentences based on GPCs that have been taught		Children to be assessed using RWI sheet for book bag book level.	Red words from throughout the year-use spellings in literacy and common words that are proving to be more difficult to retain based on teacher assessment
	Week 6	Focus sound- oor ore				
	Week 7	Focus sound- air				