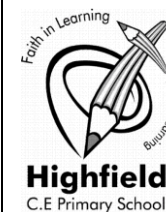


Year 2 RWI trajectory 2021-2022



NC statement:

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 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 ♣ re-read these books to build up their fluency and confidence in word reading.

Assessment:

Half termly assessment using updated RWI assessment sheet (year R to be using entry assessment sheet)

Autumn 1				Book Bag Book	Weekly spellings/ Red words	
<p>Ensure that all set 1 2 and 3 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 blue books in Autumn 2</p>				<p>Keywords to be taught and assessed (speedy reading) Reading and writing: water where old door most through hold move kind laughed because different any eye friends hour</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, 2 and 3	Week 1	Focus sound- ar	Books <i>Barker</i>	<p>Keywords to be taught and assessed (speedy reading) Reading and writing: please every break want clothes how pass climb going would Christmas again school think home plant</p>	<i>Dog school/ A card to grandad</i>	does were all one said of to they
	Week 2	Focus sound- oor ore	Books <i>The poor goose</i>		<i>A horse on Dartmoor/ Running contests</i>	any other two one all her there said were I'm to
	Week 3	Focus sound- air	Books <i>Hairy fairy</i>		<i>A job for hairy fairy/ It's so hairy!</i>	could there all they any I'm I've to what do ball
	Week 4	Focus sound- ir	Books <i>King of the birds</i>		<i>The thirsty crow/ Birds</i>	would want their watch some there said all water were they are to was one wash you
	Week 5	Focus sound- ou	Books <i>Our house</i>		<i>Greyhounds/ cool houses</i>	anyone over who all one watch does they school you to were was said wasn't
	Week 6	Focus sound- air	Books <i>The jar of oil</i>		<i>A second jar of oil/ Our incredible planet</i>	through once there son who your her was to you of one all
	Week 7	Focus sound- air	Books <i>Jade's party</i>		<i>Party games/ Food festivals</i>	brother all where said one was you of

Spring 1

Expose to all set 1, 2 and 3	Week 1	Focus sound- ee ea e y	Books <i>Jellybean</i>	Keywords to be taught and assessed (speedy reading) Reading and writing: didn't know find last again both after children gold everyone our two even thought well wild steak class	<i>Beastly pets/ Small but deadly</i>	any what one was want does could said some of
	Week 2	Focus sound- igh i-e ie i	Books <i>A box full of light</i>		<i>Dick Whittington/ The Sun</i>	all who there their could some of was they to said saw what
	Week 3	Focus sound- i-e	Books <i>On your bike (Non-fiction)</i>			your you small how they do want saw are was one two all to does could there what they any
	Week 4	Focus sound- o-e	Books <i>The hole in the hill</i>		<i>All alone/ Making sounds with instruments</i>	whole want your any could their was small tall all of to you were people
	Week 5	Focus sound- a-e i-e o-e ea	Books <i>At the seaside (Non-fiction)</i>			You water some your does of all ball some could water watch two saw one their there other said want
	Week 6	Consolidation week				

Spring 2

Expose to all set 1, 2 and 3	Week 1	Focus sound- oo u-e ue	Books <i>Rex to the rescue (fiction)</i>	Keywords to be taught and assessed (speedy reading) Reading and writing: mind tree magic shouted parents would through been	<i>A happy pug</i>	should were there call want come could one through was you to said all of through
	Week 2	Focus sound- or oor ore aw	Books <i>The lion's paw (fiction)</i>		<i>King midas</i>	many could one are were other through was call to there they said
	Week 3	Focus sound- or oor ore aw	Books <i>A job for Jordan (Non-fiction)</i>			All are come do some they to wat who you great other bought could everyone what should whole thought watch
	Week 4	Focus sound- are air	Books <i>I dare you (fiction)</i>		<i>Men on the moon</i>	two there who were you said your one could what was school to of all
	Week 5	Focus sound- ir ur er	<i>Looking after a hamster (fiction)</i>		<i>Bert the explorer</i>	mother are you want to one your they come other of water
	Week 6	Focus sound- ou ow	Books <i>How silly! (fiction)</i>		<i>Silly games</i>	above father son mother some here who there people water was to you all what come they were one
	Week 7	Focus sound- ay a-e ai aigh a	Books <i>Wailing Winny's car boot sale (fiction)</i>		<i>Dad made a mistake</i>	buy bought do some to of said you

Summer 1

Expose to all set 1, 2 and 3	Week 1	Focus sound-ow o-e oa o	Books <i>Toad (fiction)</i>	Keywords to be taught and assessed (speedy reading) Reading and writing: child told past half something floor found behind beautiful father bath sugar prove money cold around everybody	<i>Frog or toad?/ Pond life</i>	father one watch should there come said who anyone whole water was ball of what your could you were
	Week 2	Focus sound-oo u-e ue ew	Books <i>Andrew (fiction)</i>		<i>The lifeboat crew/ The deep blue sea</i>	great brother above where could was what here someone through another there school water of were to all one
	Week 3	Focus sound- or ire ear	Books <i>Dear Vampire (fiction)</i>		<i>The train of fear/ Mythical monsters</i>	walk said they were was what small are any here son who would there to you all
	Week 4	Focus sound-ure ture	Books <i>Vulture culture (fiction)</i>		<i>Carrion creatures/ The Inca trail</i>	one some their where they many are were come two of above
	Week 5	Focus sound-tion	Books <i>Celebration on planet Zox (fiction)</i>		<i>Pay attention please/ Planets</i>	caught worse call come was said their great who everyone should here watch all they of you were there another
	Week 6	Focus sound-ous cious tious	Books <i>A very dangerous dinosaur</i>		<i>Dinosaur times/ Dinosaur discovery</i>	talk thought there where all through one would two was they other
	Week 7	Focus sound-able ible ably ibly	Books <i>The invisible clothes</i>		<i>Rumpelstiltskin/ Clothes</i>	love wear some could buy bought thought everyone father any whole one you said was through there they were walk

Summer 2

Children to learn spelling punctuation and grammar rules within the final half term

Explicit teaching of skills to be taught alongside literacy

Comprehension texts to be used regularly within phonics sessions

		Spelling/grammar focus		
Expose to all set 1, 2 and 3	Skill 1	-ment, -ness, -ful, -less, -ly	Keywords to be taught and assessed (speedy reading) Reading and writing: only many laughed poor whole suddenly should another after why move jumped even before path place different which friends	NC statement: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly English – key stages 1 and 2 20 Statutory requirements ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	Skill 2	Common homophones		
	Skill 3	Homophones and near homophones		
	Skill 4	Possessive apostrophes		
	Skill 5	Contracted word forms		
	Skill 6	Comprehension		