

Year R RWI trajectory 2021-22



| | |
|--|---|
| EYFS link: Children at the expected level of development will: - 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. | Assessment: Half termly assessment using updated RWI assessment sheet (year R to be using entry assessment sheet) |
|--|---|

| Autumn 1 | | | | Book Bag Book | |
|---|-------------|---|--|---|---|
| One sound per week | m a s d t i | Initial sounds and listening games to ensure readiness for phonics learning | Keywords to be taught and assessed (speedy reading) | Sharing book from library to take home | |
| Autumn 2 | | | | | |
| Expose to sounds up to e | Week 1 | Focus sounds- n and p | Books <i>Sound blending 1 and 2</i> | Children to be assessed using RWI sheet for book bag book level. | |
| | Week 2 | Focus sounds- g and o | Books <i>Sound blending 3 and 4</i> | | |
| Expose to sounds up to w | Week 3 | Focus sounds- c and k and ck | Books <i>Sound blending 5 and 6</i> | If children are above the level being focussed on then give an appropriate phonics book to read, otherwise use following book bag books in conjunction | |
| | Week 4 | Focus sounds- u and b | Books <i>Sound blending 7</i> | | |
| Expose to all set 1 | Week 5 | Focus sounds- f and e | Books <i>Sound blending 8</i> | | |
| | Week 6 | Focus sounds- l and h | Books <i>Sound blending 9</i> | | |
| | Week 7 | Focus sounds- sh and r | Books <i>Sound blending 10</i> | | |
| Spring 1 | | | | | |
| Expose to all set 1 | Week 1 | Focus sounds- j and v | Books <i>Pin it On</i> | | Keywords to be taught and assessed (speedy reading) |
| | Week 2 | Focus sounds- y and w | Books <i>Got him</i> | | |
| | Week 3 | Focus sounds- th and z | Books <i>Wuff wuff</i> | | |
| | Week 4 | Focus sounds- ch and qu | Books <i>Let's sing and Let's swim</i> | | |
| | Week 5 | Focus sounds- x | Books <i>Cluck!</i> | | |
| | Week 6 | Focus sounds- ng and nk | Books <i>In the mud</i> | | |
| Spring 2 | | | | | |
| Expose to all set 1 and set 2 that have been taught so far | Week 1 | Focus sounds- ay and ee | Books <i>On The Bus</i> | Keywords to be taught and assessed (speedy reading) | |
| | Week 2 | Focus sounds- igh and ow | Books <i>My Dog Ned</i> | | |
| | Week 3 | Focus sounds- oo and oo | Books <i>Six Fish</i> | | |
| | Week 4 | Focus sounds- or and ar | Books <i>The Spell</i> | | |
| | Week 5 | Focus sounds- air and ir | Books <i>Black Hat Bob</i> | | |
| | Week 6 | Focus sounds- ou and oy | Books <i>Tug, Tug and Chips</i> | | |
| Summer 1 | | | | | |
| Expose to all set 1 and set 2 that have been taught so far | Week 1 | Focus sounds- ay and ee | Books <i>The web</i> | Keywords to be taught and assessed (speedy reading) | |
| | Week 2 | Focus sounds- igh and ow | Books <i>Pip's pizza</i> | | |
| | Week 3 | Focus sounds- oo and oo | Books <i>Stich the witch</i> | | |
| | Week 4 | Focus sounds- or and ar | Books <i>Ken's cap</i> | Writing | |
| | Week 5 | Focus sounds- air and ir | Books <i>A bad fox</i> | | |
| | Week 6 | Focus sounds- ou and oy | Books <i>Big Blob and Baby Blob</i> | | |
| | | | when have there the to I no go he she | <i>Leggy</i> <i>This is not my pizza!</i> <i>A bed for kit</i> <i>A lost truck</i> <i>A big egg</i> <i>Dan's party</i> | |

| Summer 2 | | | | | |
|--|--------|--------------------------------------|---------------------------------------|--|----------------------------|
| Expose to all set 1 and set 2 that have been taught so far | Week 1 | Focus sounds/skill-Recap set 2 | Books <i>Tim and Tom</i> | Keywords to be taught and assessed (speedy reading) out like little what Writing me we be was my you her they all are | <i>The best twin</i> |
| | Week 2 | Focus sounds/skill-Recap set 2 | Books <i>Tag</i> | | <i>Fun on planet Bip</i> |
| | Week 3 | Focus sounds/skill-Sentence building | Books <i>Elvis</i> | | <i>The witch's kitchen</i> |
| | Week 4 | Focus sounds/skill-Sentence building | Books <i>Flip Frog and the Bug</i> | | <i>Black spots</i> |
| | Week 5 | Focus sounds/skill-Sentence building | Books <i>Red Ken</i> | | <i>Shift it Fred</i> |
| | Week 6 | Focus sounds/skill-Sentence building | Books <i>Billy the Kid</i> | | <i>This is my mum</i> |
| | Week 7 | Focus sounds/skill-Sentence building | Books <i>In the Bath</i> | | <i>Ed and Rex</i> |

Rationale:

We have chosen RWI as the systematic synthetic phonics programme we wish to follow. We believe in a mastery approach to reading which allows children to maintain pace and develop skills more deeply. We believe this will improve accuracy, fluency and confidence around reading. We will teach in a whole class phonics approach, allowing children time to revisit books and improve their reading skills. Children will be given further books matched to their phonics assessment that will allow children to experience challenge and read books which are matched to their phonic ability.

Reading books order and focus sounds.

Books to be used in phonics session and during guided reading sessions within year R.

When books are two a week then books to be allocated online.

Children to be assessed half termly to ensure that ANOTHER appropriate book is sent home using the RWI coloured book bag books bands

| Read Write Inc. Phonics Titles | | | |
|--------------------------------|------------------------|--|----------------------------------|
| Level | Book title | Speed Sounds | |
| Sound Blending Books | Sound Blending 1 | Set 1 Focus: blending consonant-vowel-consonant (CVC) words | |
| | Sound Blending 2 | Set 1 Focus: blending CVC words | |
| | Sound Blending 3 | Set 1 Focus: blending CVC words | |
| | Sound Blending 4 | Set 1 Focus: blending CVC words | |
| | Sound Blending 5 | Set 1 Focus: blending CVC words with double letters, e.g. <i>well, hiss</i> | |
| | Sound Blending 6 | Set 1 Focus: blending CVC words with digraphs, e.g. <i>ship, lock</i> | |
| | Sound Blending 7 | Set 1 Focus: blending CVC words with digraphs, e.g. <i>chin, bang</i> | |
| | Sound Blending 8 | Set 1 Focus: blending CCVC words, e.g. <i>swim</i> | |
| | Sound Blending 9 | Set 1 Focus: blending CVCC words, e.g. <i>milk</i> | |
| | Sound Blending 10 | Set 1 Focus: blending CVCC words with digraphs, e.g. <i>clock, smash</i> | |
| Read Write Inc. Phonics Titles | | | |
| Level | Book title | Speed Sounds | |
| Red Ditty Books | Pin it on | All of Set 1 | |
| | Got him | | |
| | A cat in a pot | | |
| | Jam | | |
| | Pick it up | | |
| | Wuff wuff | | |
| | Let's sing | | |
| | Let's swim! | | |
| | Cluck | | |
| | In the mud | | |
| Green Storybooks | On the bus | All of Set 1 Focus: a e i o u | |
| | My dog Ned | | |
| | Six fish | | |
| | The spell | | |
| | Black Hat Bob | | |
| | Tug, tug | | |
| | Chips | | |
| | The web | | |
| | Pip's pizza | | |
| | Stitch the witch | | |
| Green Non-fiction Books | We can all swim! | All of Set 1 Focus: a e i o u | |
| | What am I? | | |
| Purple Storybooks | Ken's cap | | All of Set 1 Focus: a e i o u |
| | A bad fox | | |
| | Big Blob and Baby Blob | | |
| | Tim and Tom | | |
| | Tag | | |
| | Elvis | | |
| | Flip Frog and the bug | | |
| | Red Ken | | |
| | Billy the Kid | | |
| | In the bath | | |
| Purple Non-fiction Books | Hens | | |
| | Puppets | | |