

Turnfurlong Infant School - Reading Curriculum Map

At our school we teach early reading using a scheme called Read Write Inc. From the beginning of Reception, children learn the sounds that different combinations of letters make and put these sounds together to read words. They start with single letter sounds and then start to learn the sounds made by two and three letters.

The reading books that children read in school are very closely linked to the sounds that children know. When we introduce the Read Write Inc reading books in school, the children are introduced to all the words that are in the book. We talk about any new vocabulary in the book and make sure that the children understand the story. The children read their book in school three times in a week.

The books that children take home are their 'showing off' books. This means that they can share with parents what they are able to read confidently and independently. We assess the children every half term and the children are grouped according to their stage of phonic knowledge and reading fluency.

The order of the Read Write Inc reading books is as follows:

Lilac

Ditty books

Red

Green

Purple

Pink

Orange

Yellow

Blue

Grey

What is taught when?

	Children are learning to	To progress to the next stage children should be able to
Set 1 sounds – Group A	Read Set 1 letter sounds Spell using 'Fred Fingers'	Read first 16 single letter sounds <i>speedily</i>
Set 1 sounds – Group B	Read Set 1 letter sounds Spell using 'Fred Fingers'	Read <i>most</i> Set 1 letter sounds <i>speedily</i> Blend sounds into words orally
Set 1 sounds – Group C	Read all Set 1 sounds speedily Blend independently using Phonics Green Word cards Spell using 'Fred Fingers'	Read <i>all</i> Set 1 letter sounds <i>speedily</i> Read Word Time 1.1 to 1.5 words with Fred Talk
Ditty books (Photocopies)	Read Set 1 'special friends' sounds (sh, ch, th) Read Word Time 1.6 (words with 'special friends') Review Word Time 1.1 to 1.5 Read 3 sound 'nonsense words' Spell using 'Fred Fingers'	Read <i>all</i> Set 1 letter sounds <i>speedily</i> Read Word Time 1.6 words (words with 'special friends') with Fred Talk Read 3 sound 'nonsense words' with Fred Talk
Red books	Review Set 1 sounds speedily Read Word Time 1.7 (words with double consonants and 4 and 5 sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using 'Fred Fingers'	Read <i>all</i> Set 1 letter sounds <i>speedily, including ll, ff, ss and ck</i> Read Word Time 1.6 to 1.7 words (words with 'special friends', words with double consonants and 4 sounds words with Fred Talk) Read '3 and 4 sound nonsense words' with Fred Talk

	Children are learning to	To progress to the next stage children should be able to
Green books	<p>Read Set 2 sounds and matching phonics green words including longer words</p> <p>Review Set 1 phonics green word cards and previously taught Set 2 phonics green word cards</p> <p>Read nonsense words</p> <p>Spell using 'Fred Fingers'</p>	<p>Read Word Time 1.6 and 1.7 words</p> <p>Read 4 sound nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 sounds <i>speedily</i></p>
Purple books	<p>Read Set 2 sounds and matching phonics green words including longer words</p> <p>Review Set 1 phonics green word cards and previously taught Set 2 phonics green word cards</p> <p>Read nonsense words</p> <p>Spell using 'Fred Fingers'</p> <p>Once secure, read Set 3 sounds and matching phonics green words. Continue to spell Set 1 and 2 words</p>	<p>Read the first 6 Set 2 sounds <i>speedily</i> (ay, ee, igh, ow, oo, oo)</p> <p>Read these sounds in real words and nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 sounds <i>speedily</i></p>
Pink books	<p>Read Set 2 sounds and matching phonics green words including longer words</p> <p>Review Set 1 and Set 2 phonics green word cards</p> <p>Read nonsense words</p> <p>Spell using 'Fred Fingers'</p> <p>Once secure, read Set 3 sounds and matching phonics green words. Continue to spell Set 1 and 2 words</p>	<p>Read <i>all</i> Set 2 sounds <i>speedily</i></p> <p>Read these sounds in real words and nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 and Set 2 sounds <i>speedily</i></p>

	Children are learning to	To progress to the next stage children should be able to
Orange books	<p>Read Set 3 sounds and matching phonics green words including longer words</p> <p>Review Set 1 and Set 2 phonics green word cards, plus previously taught phonics green word cards</p> <p>Read nonsense words</p> <p>Spell using 'Fred Fingers': focus on Set 2 words</p>	<p>Read Set 1 and Set 2 sounds in longer words</p> <p>Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words</p> <p>Read previously taught words with Set 1 and Set 2 sounds <i>speedily</i></p>
Yellow books	<p>Read Set 3 sounds and matching phonics green words including longer words</p> <p>Review Set 1, Set 2 and Set 3 phonics green word cards</p> <p>Read nonsense words</p> <p>Spell using 'Fred Fingers': Set 2 and Set 3 words</p>	<p>Read the first six Set 3 sounds <i>speedily</i> (ea, oi, a-e, i-e, o-e, u-e)</p> <p>Read these sounds in real words and nonsense words</p> <p>Read a passage at <i>60-70 words per minute</i>, attempting intonation to show comprehension</p>
Blue books	<p>Read Set 3 sounds and matching phonics green words including longer words</p> <p>Review Set 1, Set 2 and Set 3 phonics green word cards</p> <p>Read nonsense words</p> <p>Spell using 'Fred Fingers': Set 2 and Set 3 words</p>	<p>Read <i>all</i> Set 3 sounds <i>speedily</i></p> <p>Read Set 3 words in real words and nonsense words</p> <p>Read a passage at <i>70-80 words per minute</i>, attempting intonation to show comprehension</p>

	Children are learning to	To progress to the next stage children should be able to
Grey books	<p>Read unfamiliar, longer words</p> <p>Review Set 1, 2 and 3 sounds and matching phonics green words including longer words <i>speedily</i></p> <p>Read nonsense words</p> <p>Spell using Fred Fingers; longer words, Set 2 and 3 words</p>	<p>Read longer words containing Set 1, 2 and 3 sounds</p> <p>Read a passage at <i>80-90+ words per minute</i>, with intonation that shows some comprehension</p>

Expected progress and attainment

Typically, most children move up one reading band every half term.

Where do we expect children to be?	Reception	Year 1	Year 2
End of Autumn 1	Be able to read all Set 1 sounds	Purple storybooks	Blue storybooks
End of Autumn 2	Be able to read all Set 1 sounds Be able to blend sounds orally	Pink storybooks	Grey storybooks
End of Spring 1	Blend sounds to read words Read short ditty stories	Orange storybooks	Grey storybooks
End of Spring 2	Red storybooks	Yellow storybooks	Comprehension
End of Summer 1	Green storybooks	Yellow storybooks	Comprehension
End of Summer 2	Green storybooks	Blue storybooks	Comprehension

Reading after phonics

Usually, children will finish the Read Write Inc scheme in Year 2. Children continue to have three timetabled sessions a week focusing on deepening and developing their reading skills; comprehension, activating prior knowledge, clarifying, questioning, inference, building on prior knowledge and reading with expression.

Children read with the teacher or teaching assistant leading their group in a 'guided' group reading session at least once a week. They complete activities to develop their reading skills independently and they take home reading books that are banded into different levels of challenge.

KS1 National Curriculum – Year 2
Comprehension
Use an increasing range of strategies to check that the text makes sense to them as they read and correcting inaccurate reading
Make inferences on the basis of what is being said and done, giving explanations for their thoughts using the text
Predict what might happen on the basis of what has been read so far, giving reasons for their ideas from the text
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Reading colours:

Gold/Brown

White

Lime

Copper

Topaz

Ruby