



Set 1a

In this group, we are still learning how to read the following sounds and apply this to our reading;

m, a, s, d, t, i, n, p, g, σ

We are learning how to blend words containing these sounds;

c/a/t = cat d/σ/g= dog h/a/t= hat

We do not focus on letter names, only the sounds.

Set 1b

In this group, we are still learning how to read the following sounds and apply this to our reading;

c, k, u, b, f,

We are confident with these sounds and we are able to blend words with these sounds;

m, a, s, d, t, i, n, p, g, σ

We are learning how to blend words containing these sounds;

b/u/s = bus k/i/t= kit f/u/n = fun

We do not focus on letter names, only the sounds.



Set 1c

In this group, we are still learning how to read the following sounds and apply this to our reading;

e, l, h, r, j, v, y, w, z, x

We are confident with these sounds and we are able to blend words with these sounds;

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f,

We are learning how to blend words containing these sounds;

b/o/x = box j/i/g = jig l/e/t = let

We do not focus on letter names, only the sounds.

Ditty

In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words speedily.

We are learning to use our 'Special Friends' to read longer words.

We are focussing solely on the following sounds;

ch, sh, th, ck, ng, nk, ff, ll, ss, qu

ff/i/ll = fill qu/i/l/t = quilt ch/i/ck = chick sh/i/p = ship



Red Group

In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words.

We should be able to read words with 'Special Friends' and 4-sound words with 'Fred Talk.'

We are beginning to read some words 'speedily' containing sounds from Set 1, including words with 'Special Friends'.

We are beginning to learn about 'nonsense words', these are pretend words that have no meaning but are decodable.

We are beginning to learn the Set 2 sounds. We will read longer words containing these 'Special Friends'.

We are also expected to use our 'Fred Fingers' to help us spell words.



Green Group

In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words.

We are beginning to read some words 'speedily' containing sounds from Set 1, including words with 'Special Friends'.

We are able to read 4 and 5 sound words 'speedily'.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are learning all Set 2 sounds and can read longer words with up to 5 sounds, including 'Special Friends' from Set 1 and 2.

We are also expected to use our 'Fred Fingers' to help us spell words.



Purple Group

In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words.

We are able to read words 'speedily' containing sounds from Set 1 and 2, including words with 'Special Friends'.

We are focussing on reading words with the first six Set 2 sounds: ay, ee, igh, ow, oo, oo.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are learning all Set 2 sounds and can read longer words with up to 5 sounds, including 'Special Friends' from Set 1 and 2.

We are also expected to use our 'Fred Fingers' to help us spell words.



Pink Group

In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words.

We are able to read longer words 'speedily' containing sounds from Set 1 and all of Set 2, including words with 'Special Friends'.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are learning all Set 2 sounds and we can apply our knowledge of these to read words.

We are also expected to use our 'Fred Fingers' to help us spell words.



Orange Group

We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are showing confidence with reading words containing the first six Set 3 sounds:

ea, oi, a-e, i-e, o-e, u-e.

We learning our Set 3 sounds and learning to identify these sounds in longer words.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are also expected to use our 'Fred Fingers' to help us spell words.



Yellow Group

We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are confident reading words containing the first six Set 3 sounds speedily:

ea, oi, a-e, i-e, o-e, u-e.

We learning our Set 3 sounds and learning to identify these sounds in longer words.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are also expected to use our 'Fred Fingers' to help us spell words.



Blue Group

We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are confident reading words containing all the Set 3 sounds speedily:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, ie, e-e, oe, ph, wh, y, ue, kn, tious, tion, cious.

We can read up to 70 words per minute, attempting to read with intonation and to show comprehension of the text that is being read.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.



Grey Group

We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are confident reading words, including multi-syllabic words containing all the Set 3 sounds speedily:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, ie, e-e, oe, ph, wh, y, ue, kn, tious, tion, cious.

We can read up to 90 words per minute, attempting to read with intonation and to show comprehension of the text that is being read.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.



Comprehension Group

We are confident reading longer words, including multi-syllabic words containing all the Set 1, 2 and 3 sounds speedily:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, ie, e-e, oe, ph, wh, y, ue, kn, tious, tion, cious.

We can read more than 90 words per minute, reading with intonation and showing comprehension of the text that is being read.

We can predict what is going to happen, show an understanding of new vocabulary, sequence events in the story, retrieve information confidently and we use clues from the text to infer meaning.



Glossary of terms

Fred Talk – also known as 'segmenting', this is when we ask children to say each sound before blending them to hear the word.

Blend – pinching the sounds together to make a word.

Special Friends – these are groups of letters that make one sound, for example 'ch' in 'chip' / 'are' in 'care' or 'ee' in 'bee.'

Fred Fingers – Using your fingers to count how many sounds, including special friends, to help spell words.

Alien/Nonsense words - these are pretend words that have no meaning but are decodable.

Speedy Reading – Speedily reading words is when you are able to look at a word and read it within 2 seconds. This means you are using and applying your sound knowledge when reading.



Phonics at The Green

At The Green Flying High Academy, we follow the Read Write Inc scheme.

Children are assessed every half term and are grouped according to their reading ability. Children are assessed on their sound knowledge, not on their knowledge of letter names.

Once assessed, they work in different classrooms. This means that they may not be taught phonics by their class teacher.

When children are assessed, they are assessed on their ability to use and apply the sounds they have learnt to read a selection of words containing familiar sounds. This means they are confidently and speedily reading words.

Children will not move into the next group of phonics until they are secure in their ability to read words containing sounds they have learnt.

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