

RWI Group	Group A Set 1 Sounds	Group B Set 1 Sounds	Group C Set 1 Sounds	Photocopiable Ditties	Red 1 day book	Green 3 day book	Purple 3 day book	Pink 3 day book	Orange 3 day book	Yellow 5 day book	Blue 5 day book	Grey 5 day book	Comprehension
<b>Sound focus &amp; Reading words</b>	<p>Children know some single letter sounds. They associate the letter name with an action to support formation.</p> <p>Children learn to blend words.</p>	<p>Children know most single letter sounds.</p> <p>Children learn to blend and write words simple CVC words.</p>	<p>Children know most single letter sound, including special friends. E.G. "th"</p> <p>Children learn to blend and write words using taught sounds.</p>	<p>Children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Continuing to teach and review Set 1 Sounds with the focus on the Special Friends.</p>	<p>The children know <u>all</u> Set 1 sounds speedily. When set 1 sounds are fully secure we begin teaching set 2 sounds.</p> <p>They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. They are now reading books. In Key Stage 1 groups the lesson will also include 'Speedy Green Words',</p>	<p>Lessons involve reviewing Set 1 Sounds. Set 2 Sounds are now taught. Once these are secure teaching moves to set 3 sounds.</p> <p>The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily.</p>	<p>The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.</p>	<p>The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.</p>	<p>The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught/reviewed depending on the cohort, the focus is on reading at this stage. The Story Book Lessons follow the same three day format and reading activities as detailed.</p>	<p>The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds. Children are taught to read more real words.</p>	<p>The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 60+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds, with a focus on families of sounds and longer words.</p>	<p>The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds. Lesson reviews Set 2 and 3 Sounds, with a focus on families of sounds and longer words. They can read a text at 70-80+ words per minute.</p>	<p>Children are able to read all set 1,2 &amp;3 sounds fluently. They read at a rate of 100 WPM.</p> <p>Reading focuses on a mixture of texts, fiction, non-fiction. Children focus on different types of questions, as well as vocab and SPAG skills.</p>

<b>Comprehension &amp; Writing focus</b>	Children learn to blend and write simple CVC words based on the picture sounds learnt with letter formation.	Children learn to blend and write words simple CVC words.	Children learn to blend and write words using taught sounds.	Children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty	‘Questions to Talk About’, a second read of the Ditty and ‘Complete a Sentence’ in addition to ‘Hold a Sentence’	They will answer questions about the story and practice building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence, they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions.	Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practice and consolidate.	The Story Book Lessons follow the same three-day format and writing activities as detailed for the Green Group.	The Story Book Lessons follow the same three day format and writing activities further develop, such as Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description	In addition to the previous activities, (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words.	The Story Book Lesson follows the format and activities detailed for the Yellow Group.	The Story Book Lesson follows the format and activities detailed for the Yellow Group.	Children engage with vocabulary activities, role play/drama and innovate the texts to write their own versions.
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### One day books:

Photocopy Master Ditty lessons.

<b>Red Ditty Book for Reading</b>
<b>Daily Speed Sounds Lesson</b>
<b>Story Green Words</b>
Speedy Green Words
<b>Red Word Cards</b>
<b>Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words, Speedy Green Words</b>
<b>Ditty Introduction</b>
<b>First Read – Children</b>
<b>Read Aloud – Teacher</b>
<b>Jump-in</b>
Second Read – Children
Questions to Talk About
<b>Get Writing! Red Ditty Book</b>
Complete a Sentence and <i>(optional)</i>
<b>Hold a Sentence</b>
Storytime
Handwriting

### 3 day books:

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	
Red Word Cards		Questions to Talk About
Partner Practice – Speed Sounds, Story Green Words and Red Words		Proofread
		Write About
Story Introduction	Jump-in	
First Read – Children	Second Read – Children	
Read Aloud – Teacher	Hold a Sentence – 2	
Hold a Sentence – 1	Build a Sentence – Orally	
Handwriting	Handwriting	Linked Text

## 5 day books:

• Write About – 20–30 minutes (Day 4); 30–40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards		Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump-in	Third Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Speed Sounds, Story Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	Fred Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Red Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Proofread
Red Rhythms – Spelling Red Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

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