

Read Write Inc. Phonics matched to the Curriculum for Wales 2022
 - Principles of Progression Steps 1 and 2 Overview



Understanding languages is key to understanding the world around us.			
Step 1 progression statement	RWI Phonics coverage explanation	Step 2 progression statement	RWI Phonics coverage explanation
<i>I can discriminate sounds, play with sounds and manipulate sounds both in my environment and in words.</i>	<ul style="list-style-type: none"> ✓ Nursery rhymes ✓ Name the pictures ✓ Oral Fred talk (sound blending) 	<i>I can listen to, understand and communicate the general meaning of what I hear.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ Questions to talk about ✓ Questions to read and answer
<i>I am beginning to discriminate phonics aurally in different positions.</i>	<ul style="list-style-type: none"> ✓ Fred talk to read a word ✓ Fred fingers to segment a word 	<i>I can listen to, understand and later recall what I have heard.</i>	<ul style="list-style-type: none"> ✓ My turn, your turn – the children listen and repeat ✓ Partner practice for recall ✓ Retell the sequence of stories in Book Bag Books
<i>I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.</i>	<ul style="list-style-type: none"> ✓ Multi-step instructions ✓ Silent signals for instructions and routines ✓ Consistent routines 	<i>I can understand information about a variety of topics, identifying main points.</i>	<ul style="list-style-type: none"> ✓ Third read focus on comprehension ✓ Identify main points of story
		<i>I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.</i>	<ul style="list-style-type: none"> ✓ Key routines embedded daily ✓ Questions to talk about ✓ Talk to your partner so every child answers every question
		<i>I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.</i>	<ul style="list-style-type: none"> ✓ Silent signals ✓ Think About the Story, Freeze Frame and Voice Choice for comprehension and story teller voice.

<i>I can listen to others with growing attention.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ My turn, your turn – the children listen and repeat 	<i>I can listen to others and understand that they may have a different perspective from my own.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ Questions to talk about
<i>I can enjoy sharing books and reading materials and handle them like a reader.</i>	<ul style="list-style-type: none"> ✓ Partner shared reading ✓ Partner practice 	<i>I can use grapheme-phoneme correspondences when reading, including combining these to decode words.</i>	<ul style="list-style-type: none"> ✓ Clear progression from the simple alphabetic code to the complex alphabetic code. ✓ Children identify Special Friends (digraphs) first to ensure accurate decoding. ✓ Phonically decodable Storybooks - fiction and non-fiction texts
		<i>I can use a range of strategies to read with increasing fluency</i>	<ul style="list-style-type: none"> ✓ Speedy Green Words ✓ Speedy Red Words ✓ Partner practice ✓ Repeated reads for increasing fluency ✓ Reading longer words
<i>I can segment and blend.</i>	<ul style="list-style-type: none"> ✓ Speed Sound lesson ✓ Careful, sequential progression of sounds ✓ Oral Fred talk (sound blending) ✓ Word Time Reading ✓ Word Time Spelling with Fred Fingers 	<i>I can read different texts using a range of strategies to make meaning.</i>	<ul style="list-style-type: none"> ✓ Correct and self-correct when reading with a partner. ✓ Range of different texts ✓ ACE develops word and text understanding ✓ Rereads for clarity ✓ Questions to talk about
<i>I can understand there is a one-to-one relationship between the printed and spoken word.</i>	<ul style="list-style-type: none"> ✓ Stories and poems ✓ Speed Sound lesson 	<i>I can recognise the features of different text types and use appropriate language to talk about them.</i>	<ul style="list-style-type: none"> ✓ Wide variety of text types ✓ Modelled language ✓ Build a sentence
<i>I'm beginning to develop my knowledge of grapheme-phoneme correspondence and combine these.</i>	<ul style="list-style-type: none"> ✓ Speed Sound lesson ✓ Careful, sequential progression of sounds 	<i>I can find and use information from different materials that I read.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Fastest finger ✓ Have a think ✓ Questions to read and answer ✓ Children write about what they've been reading

<i>I am beginning to recognise and read high-frequency words.</i>	<ul style="list-style-type: none"> ✓ Red words explicitly taught ✓ Speedy Green words 		
<i>I can use context and pictures to help me understand what I read.</i>	<ul style="list-style-type: none"> ✓ Story introduction ✓ ACE develops word and text understanding 		
<i>I am beginning to read back my own writing.</i>	<ul style="list-style-type: none"> ✓ Hold a sentence ✓ Build a sentence ✓ Partner Proofread 		
		<i>I can infer meaning from text and images.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Have a think
<i>I can understand and use basic concepts in language.</i>	<ul style="list-style-type: none"> ✓ Talk integral to the programme 	<i>I can read aloud with expression, paying attention to punctuation.</i>	<ul style="list-style-type: none"> ✓ Repeated reads ✓ Teacher read aloud ✓ Voice choice
<i>I have an awareness of how words are separated by spaces.</i>	<ul style="list-style-type: none"> ✓ Read sentences with finger spaces ✓ Hold a sentence ✓ Build a sentence ✓ Proofread ✓ Write about ✓ Partner proofread 		
<i>I'm beginning to have an awareness of how capital letters and full stops demarcate sentences.</i>	<ul style="list-style-type: none"> ✓ Gradual introduction of punctuation ✓ Hold a sentence ✓ Punctuation mimes ✓ Build a sentence ✓ Partner proofread ✓ Write about 		
<i>I am beginning to ask and answer questions to clarify my understanding.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Partner practice 	<i>I can respond to what I hear, read and see, asking questions and showing my understanding.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ Think about the story ✓ Freeze frame
<i>I can respond to what I hear, read and see.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ Think about the story 		

	<ul style="list-style-type: none"> ✓ Freeze frame 		
<i>I can respond to what I hear, read and see and express simple opinions.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ Think about the story 		
<i>I can experiment with newly-learned vocabulary.</i>	<ul style="list-style-type: none"> ✓ Story Green Words ✓ Build a sentence ✓ Words to keep 	<i>I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.</i>	<ul style="list-style-type: none"> ✓ Vocabulary activity ✓ Story Green Words ✓ Build a sentence ✓ Words to keep
Expressing ourselves through languages is key to communication.			
<i>I can produce many speech sounds accurately.</i>	<ul style="list-style-type: none"> ✓ Pure sounds ✓ Fred talk 	<i>I can speak clearly, varying expression and gestures to communicate my ideas.</i>	<ul style="list-style-type: none"> ✓ Partner talk ✓ My turn, your turn – the children listen and repeat ✓ Think about the story ✓ Voice choice (storyteller voice)
		<i>I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.</i>	<ul style="list-style-type: none"> ✓ Build a sentence ✓ Write about
<i>I can communicate meaning using extended speech and/or gesture.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner 	<i>I can communicate using an increasingly varied and precise vocabulary.</i>	<ul style="list-style-type: none"> ✓ Vocabulary check ✓ Vocabulary activity ✓ Build a sentence ✓ Words to keep
<i>I am beginning to use appropriate language to talk about events in the past and future.</i>	<ul style="list-style-type: none"> ✓ Write about ✓ Talk to your partner ✓ Story introduction (prediction) 	<i>I can use single and multi-clause sentences.</i>	<ul style="list-style-type: none"> ✓ Build a sentence ✓ Write about
		<i>I can vary the types of sentences I use in my spoken language</i>	<ul style="list-style-type: none"> ✓ My turn, your turn – the children listen and repeat ✓ Build a sentence ✓ Write about

		<i>I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.</i>	<ul style="list-style-type: none"> ✓ Hold a sentence ✓ Partner proofread
		<i>I can explain where and why I have made any changes or corrections.</i>	<ul style="list-style-type: none"> ✓ Partner proofread
<i>I am beginning to take turns in conversations, following the topic.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner 	<i>I can adopt a range of roles and manage my contributions appropriately.</i>	<ul style="list-style-type: none"> ✓ Every child answers every question ✓ Partner teach ✓ Partner proofread
<i>I am beginning to ask and answer questions to clarify my understanding.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Partner practice 	<i>I can change how I communicate, depending on where I am and who I am with.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner ✓ Talk routine
		<i>I can use spoken language for different purposes.</i>	<ul style="list-style-type: none"> ✓ Third read ✓ Voice choice - storyteller voice ✓ Talk routine ✓ Talk to your partner
		<i>I can ask and answer questions and exchange ideas and information.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Partner practice
<i>I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.</i>	<ul style="list-style-type: none"> ✓ Letter formation with picture mnemonics 	<i>I can write legibly.</i>	<ul style="list-style-type: none"> ✓ Progressive handwriting stages ✓ Finger spaces ✓ Hold a sentence ✓ Partner proofread
<i>I am beginning to form letters correctly using an appropriate grip.</i>	<ul style="list-style-type: none"> ✓ Letter formation with picture mnemonics 		
<i>I am beginning to write using familiar words and phrases.</i>	<ul style="list-style-type: none"> ✓ Hold a sentence ✓ Write about 	<i>I can spell common irregular words correctly.</i>	<ul style="list-style-type: none"> ✓ Red rhythms
<i>I can write words and phrases by using knowledge of letters</i>	<ul style="list-style-type: none"> ✓ Fred fingers spelling ✓ Hold a sentence 	<i>I can use my knowledge of letter sounds and</i>	<ul style="list-style-type: none"> ✓ Fred fingers spelling ✓ Hold a sentence

<i>and the sounds they represent.</i>		<i>patterns accurately in my spelling.</i>	
		<i>I can attempt to spell more difficult words plausibly using a range of strategies.</i>	<ul style="list-style-type: none"> ✓ Fred fingers spelling ✓ Red rhythms
<i>I have an awareness of how words are separated by spaces</i>	<ul style="list-style-type: none"> ✓ Finger spaces 	<i>I can use familiar punctuation.</i>	<ul style="list-style-type: none"> ✓ Punctuation mimes ✓ Hold a sentence ✓ Proofread ✓ Partner proofread
<i>I am beginning to have an awareness of how capital letters and full stops demarcate sentences.</i>	<ul style="list-style-type: none"> ✓ Punctuation mimes ✓ Hold a sentence ✓ Proofread 		
<i>I can share ideas and feelings and express what I like and dislike.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner 	<i>I can explain information and share ideas, opinions and feelings using relevant vocabulary.</i>	<ul style="list-style-type: none"> ✓ Think about the story ✓ Write about
<i>I can describe objects and events, building and extending my vocabulary</i>	<ul style="list-style-type: none"> ✓ Build a sentence ✓ Vocabulary check 		
<i>I am beginning to understand that writing can be for different purposes and audiences.</i>	<ul style="list-style-type: none"> ✓ Build a sentence ✓ Write about 	<i>I can talk to plan writing and write for different purposes and audiences.</i>	<ul style="list-style-type: none"> ✓ Write about ✓ Oral composition ✓ Build a sentence
<i>I can contribute to shared writing for different audiences and purposes.</i>	<ul style="list-style-type: none"> ✓ Write about ✓ Build a sentence 	<i>I can organise my writing into a logical sequence.</i>	<ul style="list-style-type: none"> ✓ Planning sheets for sequencing ideas ✓ Write about
		<i>I can write using an increasingly imaginative, varied and precise vocabulary</i>	<ul style="list-style-type: none"> ✓ Vocabulary activity ✓ Vocabulary check ✓ Build a sentence ✓ Words to keep ✓ Write about
Literature fires imagination and inspires creativity.			

<i>I can join in with familiar songs, rhymes, stories and poems.</i>	<ul style="list-style-type: none"> ✓ Songs, rhymes, stories and poems in Nursery handbook ✓ Storytime ✓ Poetry time ✓ Say a poem 	<i>I can listen to and remember poetry, drama and prose.</i>	<ul style="list-style-type: none"> ✓ Say a poem
<i>I can retell stories.</i>	<ul style="list-style-type: none"> ✓ Write about includes recounts ✓ Book bag books retell 	<i>I can retell stories creatively.</i>	<ul style="list-style-type: none"> ✓ Write about includes recounts ✓ Book bag books retell
<i>I can respond creatively to the range of literature I hear, read or view.</i>	<ul style="list-style-type: none"> ✓ Write about - children write about what they have been reading 	<i>I can use my imagination to create my own literature.</i>	<ul style="list-style-type: none"> ✓ Write about ✓ Build a sentence
<i>I can use familiar words and phrases and experiment with newly-learned vocabulary.</i>	<ul style="list-style-type: none"> ✓ My turn, your turn - the children listen and repeat ✓ Story Green Words 	<i>I can use my imagination to create my own literature.</i>	<ul style="list-style-type: none"> ✓ Build a sentence ✓ Write about
<i>I can respond to what I hear, read and view and can express simple opinions on it.</i>	<ul style="list-style-type: none"> ✓ Talk to your partner 	<i>I can respond to what I hear, read, and view, asking questions and showing my understanding.</i>	<ul style="list-style-type: none"> ✓ Think about the story
<i>I am beginning to ask and answer questions to clarify my understanding.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Partner practice 	<i>I can recognise the features of different types of literature and use appropriate language to talk about them.</i>	<ul style="list-style-type: none"> ✓ Variety of text types in Storybooks and Get Writing! activities
		<i>I am beginning to show empathy with characters in literature.</i>	<ul style="list-style-type: none"> ✓ Questions to talk about ✓ Think about the story ✓ Voice choice