Expectations of progress

This grid shows the expectations of progress for children who begin the programme at the start of FS2. The grey block highlights where they should be ready to read from at the start of the next term.

FS2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | S1:A | S1:B | S1:C | Ditty | red | green | purple | pink | orange | yellow | blue | grey | L&L |
| End of Autumn |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Spring |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Summer |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | S1:A | S1:B | S1:C | Ditty | red | green | purple | pink | orange | yellow | blue | grey | L&L |
| Baseline Year 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Autumn |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Spring |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Summer |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | S1:A | S1:B | S1:C | Ditty | red | green | purple | pink | orange | yellow | blue | grey | L&L |
| Baseline Year 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Autumn |  |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Spring |  |  |  |  |  |  |  |  |  |  |  |  | By half term |
| End of Summer |  |  |  |  |  |  |  |  |  |  |  |  |  |

Children will learn set 1 sounds in S1:A, S1:B, S1:C and will consolidate set 1 sounds while reading Ditties.

Children move onto red books when they know set 1 sounds including the set 1 digraphs (ch, ng, nk, sh, th)

Children learn set 2 sounds when they begin reading green books.

Children learn set 3 sounds for reading when they begin reading pink books.

Children learn set 3 sounds for spelling when they begin reading yellow books.

Staff reading training September 2021

* Remember to use pure sounds at all times. If children do not use pure sounds model the correct pronunciation and ask the child to repeat. Watch this video link for help with pronunciation: <https://www.youtube.com/watch?v=yln6PpV1G1I>
* As we have small groups for reading, children will read their book independently rather than with a partner as you will be able to listen in to each child and the children get more practice.
* Class teachers use the assessment sheets that we completed at the start of the term to target the sounds the children in your class are unsure of.
* Use the sounds jotters to record words and hold a sentence.
* Make sure children sat next to each other read the red and speedy green words in a different direction to make sure they aren’t just copying.
* As we are in whole classes for speed sound lessons this year, make sure you teach a sound aimed at each ability group each day.