



Westbury Infant School

RWI Phonics Progression and Storybook Route

Reception to Year 2 | Supporting website document 2026 to 2027

This document provides the detailed Read Write Inc. route that sits alongside the Westbury Infant School Reading and Phonics Progression. It shows the expected sequence when pupils progress at the anticipated rate. Assessment determines each child's actual teaching point, so pupils may consolidate or move more quickly without waiting for a calendar point.

How the route works

Principle	Westbury Infant School practice
Systematic sequence	Children learn the alphabetic code through the RWI Set 1, Set 2 and Set 3 sequence.
Assessment-led grouping	Pupils are grouped by current sound knowledge, blending, word reading and fluency rather than age alone.
Matched books	RWI storybooks and Book Bag Books contain the code already taught. Children reread to develop automaticity and expression.
Responsive movement	Assessment identifies whether a child should progress, consolidate an exact gap or receive additional practice.
Equal reading entitlement	Pupils who require further phonics continue to hear and discuss age-appropriate stories, poetry, vocabulary and information texts.
Writing connection	Fred Fingers, Red Words and Hold a Sentence support spelling and transcription; full spelling and handwriting progression is published with Writing.

RWI knowledge and skills

Children build knowledge of	Children learn to
Grapheme-phoneme correspondences, special friends, alternative graphemes and taught Red Words.	Recognise sounds quickly; orally blend; use Fred Talk; read real and nonsense words; reread connected text; check meaning.
Word structure, including adjacent consonants, syllables, common endings and contractions.	Break longer words into manageable parts and read them accurately without guessing.
Punctuation, phrasing and the relationship between fluent reading and comprehension.	Read aloud with growing pace, phrasing, intonation and expression; answer Find It and Prove It questions.

Reception expected route

Half term	Code and word-reading knowledge	Expected application and storybook route	Language and comprehension
Autumn 1	Learn the first Set 1 sounds and build towards all single-letter Set 1 sounds. Develop oral blending.	Blend orally; begin word-time activities and read simple words containing taught code.	Listen to stories, songs and rhymes; join repeated language; talk about pictures and characters.
Autumn 2	Secure all Set 1 single-letter sounds and introduce Set 1 special friends such as sh, th, ch, qu, ng and nk.	Use Fred Talk to read three-sound words; begin Ditty texts when secure; learn Red Words as introduced.	Follow instructions; answer simple retrieval questions; retell key events using new vocabulary.
Spring 1	Secure Set 1 sounds and special friends; blend real and nonsense words containing taught code.	Read short Ditty stories and progress towards Red Storybooks as assessed.	Make simple predictions and inferences; explain familiar vocabulary through talk or example.
Spring 2	Address remaining Set 1 gaps; blend four- and five-sound words and words with consonant blends.	Read Red Storybooks and progress towards Green when word reading is sufficiently secure.	Retell in sequence; discuss feelings and reasons; repeat and use story language.
Summer 1	Introduce Set 2 sounds ay, ee, igh, ow, oo, or, ar, or, air, ir, ou and oy as assessed.	Read Green Storybooks; build speed with Set 1 words and apply introduced Set 2 sounds.	Answer questions about events and vocabulary; connect stories to experience.
Summer 2	Consolidate taught Set 2 sounds and cumulative Red Words.	Read Green or Purple Storybooks as assessed; reread for confidence, pace and enjoyment.	Listen to longer stories; predict, retell and talk about favourite books and characters.

End of Reception destination

Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They blend words containing taught code, read simple sentences and matched books, and reread to build confidence, fluency, understanding and enjoyment. The precise storybook colour reflects assessment rather than a fixed age label.

Year 1 expected route

Half term	Code and word-reading knowledge	Expected application and storybook route	Fluency and comprehension
Autumn 1	Secure Set 1 and learn Set 2 sounds. Read words containing Set 1 and introduced Set 2 speedily.	Read Purple Storybooks as assessed; apply sounds in real and nonsense words.	Reread matched books; answer Find It and Prove It questions; explain vocabulary.
Autumn 2	Read all Set 2 sounds speedily; introduce early Set 3 sounds such as ea, oi, a-e, i-e, o-e, u-e and e-e.	Read Pink Storybooks; read four- and five-sound words and Set 2 nonsense words.	Read with reduced hesitation; sequence events and make simple predictions.
Spring 1	Build speed with Set 1 and Set 2; expand Set 3 knowledge.	Read Orange Storybooks; read words containing Set 2 and introduced Set 3 sounds.	Develop phrasing and expression; infer simple feelings or motives and give a reason.
Spring 2	Secure introduced Set 3 sounds in real and nonsense words; read common endings and longer words.	Read Yellow Storybooks as assessed; work towards approximately 60 words per minute in an appropriate passage.	Retrieve key information, discuss vocabulary and use evidence from the text.
Summer 1	Continue Set 3 and additional graphemes; increase automatic recognition of taught words.	Read Yellow Storybooks with increasing fluency; progress when sound and passage reading are secure.	Sustain meaning across a passage; compare characters or events and justify a response.
Summer 2	Read all Set 3 sounds and additional graphemes taught; consolidate cumulative Red Words.	Read Blue Storybooks as assessed; work towards approximately 70 words per minute with understanding.	Read aloud with phrasing and expression; retrieve, infer, predict and explain using evidence.

End of Year 1 destination

Children read Set 1, Set 2 and Set 3 sounds in words and read familiar Set 1 and Set 2 words at speed. They increasingly read Set 3 words without hesitation, apply phonics to unfamiliar and nonsense words, and reread matched books fluently. The Year 1 Phonics Screening Check is used alongside the wider RWI assessment picture.

Year 2 route and continued phonics entitlement

Teaching point	Pupils continuing RWI	Pupils completing the RWI route
Autumn	Read Blue or Grey Storybooks as assessed; secure Set 3 in real and nonsense words; read multisyllabic words; build passage fluency towards 80 words per minute.	Move towards wider age-appropriate books when decoding is sufficiently automatic; retain targeted phonics review for identified gaps.
Spring	Read Grey Storybooks with increasing fluency and comprehension; consolidate exact sound, word or fluency gaps.	Develop fluency, vocabulary and comprehension through age-appropriate texts; continue statutory word-reading and spelling content.
Summer	Continue systematic phonics where assessment shows need and prepare for transition with a precise record of remaining gaps.	Read accurately and fluently, choosing when to reread; retrieve, infer, compare, summarise and justify responses.
Comprehension entitlement	Hear and discuss Year 2 stories, poems, information and ambitious vocabulary with peers, regardless of phonics group.	Read and discuss increasingly demanding texts, including those read aloud beyond independent word-reading level.
Phonics Screening Check	Pupils who did not meet the standard in Year 1 take the check again where appropriate and continue targeted teaching.	Screening information remains one part of assessment; teaching responds to the pupil's current reading profile.

Year 2 destination

By the end of Year 2, pupils read words containing taught GPCs accurately and increasingly automatically. They read common exception words, contractions, suffixes and words of more than one syllable; read aloud with appropriate pace, phrasing and expression; monitor meaning; and explain understanding using evidence. Pupils who remain on the RWI route continue systematic teaching for as long as needed.

Movement through RWI groups and storybooks

Current group or route	Indicative point	Knowledge and skill required to progress
Group A	Reception Autumn 1	Read the first 16 or more Set 1 sounds.
Group B	Reception Autumn 1	Read 26 or more sounds and blend sounds into words orally.
Group C	Reception Autumn 2	Read all Set 1 single-letter sounds speedily and read words containing them using Fred Talk.
Ditty	Reception Spring 1	Read Set 1 single letters and special friends speedily; read three-sound real and nonsense words using Fred Talk.
Red	Reception Spring 2	Read words with four and five sounds using Fred Talk; read three- and four-sound nonsense words.
Green	Reception Summer 1	Read words with four and five sounds speedily.
Purple	Reception Summer 2 or Year 1 Autumn 1	Read the first six Set 2 sounds ay, ee, igh, ow, oo and oo speedily; read words containing them and four- or five-sound words.
Pink	Year 1 Autumn 2	Read all Set 2 sounds speedily; read words containing them using Fred Talk and increasingly at speed.
Orange	Year 1 Spring 1	Read Set 2 sounds in nonsense words and read Set 2 words speedily.
Yellow	Year 1 Spring 2 to Summer 1	Read introduced Set 3 sounds in real and nonsense words; read an appropriate passage at approximately 60 words per minute.
Blue	Year 1 Summer 2 to Year 2 Autumn	Read all Set 3 sounds speedily and in real and nonsense words; read an appropriate passage at approximately 70 words per minute.
Grey	Year 2	Read Set 3 sounds in nonsense words, read multisyllabic words speedily and read an appropriate passage at approximately 80 words per minute.
RWI route complete	Year 2 as assessed	Read accurately and fluently without routine overt sounding and blending; understand the passage and benefit from wider age-appropriate reading teaching.

Assessment movement and additional practice

Evidence considered	What staff identify	Teaching response
Sound knowledge	Which Set 1, Set 2 or Set 3 correspondences are secure, hesitant or unknown.	Teach from the precise assessed point and revisit only the identified gaps.
Blending and word reading	Whether the pupil can blend real and nonsense words without guessing from pictures or context.	Model Fred Talk, provide active practice and match word complexity to current code.
Storybook reading	Accuracy, reliance on sounding out, Red Word recognition and ability to sustain meaning.	Confirm the book match and use repeated reading before changing level.
Fluency	Accuracy, automaticity, pace, phrasing, expression and response to punctuation.	Use echo, choral, partner and repeated reading; move when fluency and comprehension are secure.
Comprehension	Vocabulary, retrieval, prediction, inference, sequencing and evidence.	Model thinking, teach vocabulary and use Find It and Prove It without lowering the quality of the shared text.
Confidence and participation	Willingness to attempt, persevere, reread and work with a partner.	Create frequent success, use positive partner routines and retain access to enjoyable, ambitious read-alouds.

Keep up and inclusion

- Additional practice is short, frequent and targeted to a diagnosed sound, blending, word-reading or fluency gap.
- Pupils do not lose access to class stories, poetry, Talk Through Stories, wider curriculum reading or reading for pleasure.
- Assessment may include adapted or small-step approaches where appropriate, while the intended reading entitlement remains ambitious.
- Persistent difficulty is considered alongside speech and language, hearing, vision, attention, memory, confidence and access to books.
- Movement decisions are based on current evidence. A pupil does not wait automatically for the next half term and is not moved before the prerequisite knowledge is secure.

How this document should be used

The RWI programme and current school assessment materials remain authoritative for lesson-level teaching. This Westbury Infant School document communicates the planned route and how it connects with the wider Reading and Phonics Progression. Storybook colours and approximate fluency rates are indicators within a broader assessment of accuracy, automaticity and understanding.