

When?	Which group?	What will they learn?
Reception Term 1	Set 1 sounds Group A	Children may know some single letter sounds. They practise letter formation through the use of a patten associated with the pictogram for the letter. After they have learnt the first few sounds, they are taught to use 'Fred Fingers' to help spell and write simple words.
Reception Term 2	Set 1 Sounds Group B	At this stage, children know most single letter sounds and need to learn to blend orally. Lessons consist of teaching single letter sounds and using magnetic letters in order to assist children in blending. Lessons now focus on teaching any unknown single letter sounds and blending to read CVC words like mat and sat.
Reception Term 3	Set 1 Sounds Group C	Children now know most single letter sounds and are able to blend orally. Lessons focus on teaching any unknown single letter sounds and continue to read words like log and hen.
Reception Term 4	Ditty Group	Children are confident in recalling Set 1 sounds and can blend sounds into words orally. They are able to 'Fred Talk' most words. Ditty lessons continue to review Set 1 sounds, focussing on teaching 'Special Friends' (sh, ch, th, qu, ng, nk, qu). At this stage children are also reading a simple ditty story each day and write a sentence related to the ditty.
Reception Term 5	Red Group	Children are able to recall Set 1 sounds speedily. They are able to 'Fred Talk' most words and are using their decoding skills to read nonsense words. Lessons include a review of Set 1 sounds and they also learn to read more words containing 'Special Friends' like chop and ship.
Reception Term 6  Year 1 Term 1	Green Group	Children are able to 'Fred Talk' real and nonsense words as well as read a range of real words at speed. Children are secure with their Set 1 sounds and are now beginning to learn Set 2 sounds (ay, ee, igh, ow, oo, oo, ar, air, ir, ou, oy). Children practise speed sounds and green words related to the story. They also practise reading red words (common exception words) at speed. Lessons related to the book last for 3 days. These lessons focus on building fluency and intonation.
Year 1 Term 2	Purple Group	Children are able to read most words at speed. Lessons follow a similar format to Green group with opportunities for children to consolidate their knowledge.
Year 1 Term 3	Pink Group	Children are secure on ay, ee, igh, ow, oo, oo sounds. They are able to read a range of real words speedily. Lessons follow the same three-day format and they move on to secure the remaining Set 2 sounds: ar, or, air, ir, ou and oy.

Year 1 Term 4	Orange Group	Children are secure on ar, or air, ir, ou, oy sounds. Set 3 sounds are now taught, (ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious).
Year 1 Term 5	Yellow Group	Lessons review Set 1, 2 and 3 sounds and now include writing words containing Set 3 sounds. Lessons now extend to five days. Children can read a text at 60+ words per minute and attempt to show intonation and understanding.
Year 1 Term 6  Year 2 Term 1	Blue Group	Children are secure in reading words containing a-e, ea, i-e, u-e, o-e, oi sounds. They can read a text at 70+ words per minute. Lessons continue to review Set 2 and 3 sounds. Children demonstrate intonation and understanding.
Year 2 Term 2 + 3	Grey Group	Children are secure at reading words containing ai, oa, ew, oi, ire, ear, er, aw, ow, ure, are, ur sounds. They can read multi-syllabic words and a text at 80+ words per minute.
Year 2 Term 4, 5 + 6	Comprehension	Children are able to read most real and alien words containing Set 2 and 3 sounds. They can read a text at 100+ words per minute.