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**Read Write Inc**

***Curriculum***

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## **Intent**

At Maple Primary School it is our intention to create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.

We aim to ensure children in KS1 are given the best opportunity to achieve expected progress, or more, in reading. We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling. Our picture books are for *all* children, whether they can read or not. For those who are still learning to read, we help them retell the story. For children who are able to read, we encourage them to enjoy reading and to retell the story events.



## **Implementation**

At Maple Primary School, phonics is taught across EYFS and KS1 as well as in intervention sessions across KS2. We follow the Read Write Inc approach and this is a scheme, developed by Ruth Miskin, which provides a structured and systematic approach to teaching Literacy. Our approach is consistent and rigorous in order that all children become readers as quickly as possible.

At Maple, we realise the importance of Phonics as it provides children with the building blocks needed to become successful readers. They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make - such as 'sh' or 'oo' and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words they hear or see.

Across EYFS and KS1, children have daily phonics lessons which they enjoy. Each session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them. Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics is displayed in each classroom across the school and the children are encouraged to use these to support their writing in all lessons across the curriculum.

The children are assessed using the RWI assessments every 6/8 weeks. The assessment identifies the children's progress so far and allows the R.W.I co-ordinator to identify the children's progress, organise ability based groupings and individuals next steps. Any child who is not making expected progress will be identified and rigorous 1:1 intervention is put into place for this child and monitored regularly. Regular assessment enables us to stream successfully and ensure the teaching they receive is tailored to the level they are at. The final Year 1 phonics test takes place in June. The check is designed to confirm whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. The test consists of 40 words - it is a combination of 20 real words and 20 pseudo words (nonsense words) for the child to read 1:1 with the R.W.I co-ordinator. This is carried out by a member of staff who has undertaken the phonics testing training and who the children are familiar with. Children who do not pass this in Year 1 will be re-assessed in Year 2, in the same manner. The results of this are reported to parents in the summer.

Early writing is taught through early mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.

R.W.I Reading into writing

Writing activities include;

- 'Hold a sentence' which encourages the children to remember a whole sentence while focusing on spelling and punctuation
- 'Build a sentence' which gives the children the opportunity to create their own sentence to that shows the meaning of a word
- 'Edit a sentence' which allows the children to critique a sentence using their knowledge of spelling, punctuation and grammar.

Children then complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.



## **Impact**

We aim for Read Write Inc. phonics to be redundant for the majority of our children, by the end of the Autumn Term in Year 2. The result of phonics teaching at Maple will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading. The children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently. Children are able to read books in line with their phonic knowledge and with increasing fluency. They will enjoy listening to stories and poems, can join in with many stories and poems and learn, understand and use new vocabulary.

Reception		Year 1	Year 2 (See Whole School English plan for skills development)
Autumn	<p><b>Listening and attention</b> – ‘Children listen attentively in a range of situations. They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.’</p> <p><b>Understanding</b> – ‘Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.’</p>		<p>Phonics: Get Spelling Scheme 15every day</p> <p>Non Fiction: Explanations- Dogs and Matilda's Cat and Recount - Diary of a Wombat</p> <p>Fiction: Traditional tales, fables and fairy tales, retelling of a story.</p> <p>Poetry: Vocabulary building and list poems.</p> <p>Structure: Calligrams</p>
Spring			<p>Phonics: Get Spelling Scheme 15every day</p> <p>Fiction: Stories with recurring language, familiar story.</p> <p>Poetry: Free verse</p> <p>Structure: Calligrams</p> <p>Non Fiction: Report - various non-fiction books &amp; Instructions (linked to D&amp;T cooking project)</p>
Summer			<p>Phonics: Get Spelling Scheme 15every day</p> <p>Non- Fiction: Explanation</p> <p>Fiction: Myths, own story e.g. how the zebra got his stripes</p> <p>Poetry: Vocab building, free verse, take one poet.</p>



***Read Write Inc.* is closely matched to the Statutory Framework for the Early Years Foundation Stage (including Year R)**

Training is vital to ensure your children get the best results using all the *Read Write Inc.* programmes. It is provided by Ruth Miskin Training, see [www.ruthmiskintraining.com](http://www.ruthmiskintraining.com)

Statutory Framework for the Early Years Foundation Stage (Including YR)	<i>Read Write Inc.</i> Phonics	<i>Read Write Inc.</i> Get Writing
<b>Communication and language</b>	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.	
<b><i>Listening and attention</i></b> – ‘Children listen attentively in a range of situations. They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.’	In the <i>Get Writing Handbook</i> , there is detailed advice on how to plan, organise and run storytimes, ensuring that children develop an awareness of vocabulary and phrasing as well as engaging with the content of stories in terms of characters, settings and events.	



	Storytime sessions (explained in the <i>Get Writing Handbook</i> and on <a href="http://ruthmiskintraining.com">ruthmiskintraining.com</a> ) give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
<b>Understanding</b> – ‘Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.’	In the <i>Get Writing Handbook</i> , questions are suggested to encourage children to talk about stories that they have heard or read, and to expand their vocabulary along with their ideas.	
<b>Speaking</b> – ‘Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.’	In the <i>Get Writing Handbook</i> , there are suggestions for how ‘Talk through the day’ can encourage children to use new vocabulary, comment on events that are happening, and have happened, thereby developing their own narratives.	
<b>Literacy</b>		
<b>Reading</b> – ‘Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.’	<p>Phonic knowledge is taught in the Speed sounds lessons and applied in the storybook lessons. Children start reading simple sentences in the Red Ditty books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>They decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.</p>	Storytime sessions (explained in the <i>Get Writing Handbook</i> and on <a href="http://ruthmiskintraining.com">ruthmiskintraining.com</a> ) give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.

	<p>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on <a href="http://ruthmiskintraining.com">ruthmiskintraining.com</a>) give children access to fiction, non-fiction and poetry at a level beyond which they can read independently.</p>	
<p><b>Writing</b> – ‘Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.’</p>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <p>* Set 1 teaches the most common sound-letter correspondences:</p> <p>m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k</p> <p>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</p> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the</p>	<p>Building from writing phrases in the Red Ditty books, children go on to develop the ability to write simple sentences, supported by the <i>Get Writing</i> practice books.</p> <p>There are 9 Get Writing! activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing</i>.</p> <ol style="list-style-type: none"> <li>1. Play ‘Fred Rhythms’ to learn to spell the words – encoding.</li> <li>2. Play ‘Fred Fingers’ to memorise the spelling – encoding.</li> <li>3. Carry out a spelling check – encoding.</li> <li>4. Take a spelling test – encoding.</li> <li>5. Hold a sentence – encoding.</li> <li>6. Build a sentence – language comprehension and encoding.</li> </ol>

	<p>Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	<p>7. Edit for spelling and punctuation – language comprehension and encoding.</p>
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***Read Write Inc.* is closely matched to the National Curriculum in England 2014**

**Year 1**

**(Also use this grid for children who need to catch up in Years 2-4.)**

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## National Curriculum English programmes of study: Spoken Language Year 1-6

National Curriculum English programmes of study content	<i>Read Write Inc.</i> Phonics	<i>Read Write Inc.</i> Get Writing
<b>Spoken language [for Years 1-6]</b>	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.	
<b><i>Pupils should be taught to:</i></b>		
<i>'Listen and respond appropriately to adults and their peers.'</i>	Throughout	Throughout
<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	Throughout	Throughout
<i>'Use relevant strategies to build their vocabulary. '</i>	Throughout	Throughout
<i>'Articulate and justify answers, arguments and opinions.'</i>	Throughout	Throughout
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Throughout	Throughout
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and</i>	Throughout	Throughout

<i>initiating and responding to comments.'</i>		
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. '</i>	Throughout	Throughout
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Throughout	Throughout
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	Throughout	Throughout
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Throughout	Throughout
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	Throughout	Throughout
<i>'Select and use appropriate registers for effective communication.'</i>	Throughout	Throughout

## National Curriculum English programmes of study Year 1

<b>Reading – word reading</b>		
<i>'Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.'</i>	Throughout	Throughout

<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>	Throughout	Throughout
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>	Throughout	Throughout
<i>'Read words containing common suffixes.'</i>	Throughout	Throughout
<i>'Read further common exception words.'</i>	The majority of these words are practised as Red words in Phonics (high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).	
<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>	Throughout	Throughout
<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>	Throughout	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Throughout	
<b>Reading – comprehension</b>		
<i>'Develop pleasure in reading by:</i> <ul style="list-style-type: none"> <li><i>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</i></li> </ul>	<b>Storytime sessions</b>  <b>(explained in the <i>Get Writing Handbook</i> and on <a href="http://ruthmiskintraining.com">ruthmiskintraining.com</a>) give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</b>	

<ul style="list-style-type: none"> <li>• <i>Discussing the sequence of events in books and how items of information are related.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Becoming familiar with and retelling a wider range of stories.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Being introduced to non-fiction books that are structured in different ways.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Recognising simple recurring literary language in stories and poetry.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Discussing and clarifying the meanings of words.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Discussing their favourite words and phrases.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Continuing to build up a repertoire of poems learnt by heart.'</i></li> </ul>	Throughout	
<i>'Understand books by:</i> <ul style="list-style-type: none"> <li>• <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Making inferences on the basis of what is being said and done.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Answering and asking questions.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Predicting what might happen on the basis of what has been read so far.'</i></li> </ul>	Throughout	
<i>'Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.'</i>	Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime.	

<i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i>	Throughout	
<b>Writing – transcription</b>		
<i>'Spell (words containing phonemes taught, common exception words, days of the week).'</i>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <p>* Set 1 teaches the most common sound-letter correspondences:</p> <p>m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</p> <p>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</p> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the</p>	<p>There are 9 Get Writing! activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing</i></p> <ol style="list-style-type: none"> <li>1. Play 'Fred Rhythms' to learn to spell the words – encoding</li> <li>2. Play 'Fred Fingers' to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> </ol>



	<p>Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	
<i>'Name letters of alphabet.'</i>	Pink/Orange Level.	Yellow level
<i>'Add prefixes and suffixes.'</i>	Children's awareness of prefixes and suffixes is developed in the storybook activities for each book.	Children will use some words with prefix and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
<i>'Apply simple spelling rules as outlined in English Appendix 1.'</i>	See Appendix 1: Spelling Year 1 below.	
<i>'Write from memory simple dictated sentences.'</i>		This skill is developed through the 'Hold a sentence' concept introduced early in the programme and practised throughout.
<b>Writing – handwriting</b>		
<i>'Sit and hold pencil correctly.'</i>	Speed Sounds lessons, from Red Level onwards	Children practise handwriting at each stage of learning to write – letter formation and phonic knowledge go
<i>'Begin to form lower case letters in correct direction.'</i>	Speed Sounds lessons, from Red Level onwards	
<i>'Capital letters.'</i>		

<i>'Digits 0-9.'</i>		hand in hand.
<i>'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'</i>		<b>Guidance on teaching handwriting is provided in the Read Write Inc. Get Writing! Handbook.</b>
<b>Writing – composition</b>		
<i>'Write sentences by:</i> <ul style="list-style-type: none"> <li><i>• Saying out loud what they are going to write about.</i></li> <li><i>• Composing a sentence orally before writing it.</i></li> <li><i>• Sequencing sentences to form short narratives.</i></li> <li><i>• Re-reading what they have written to check that it makes sense.'</i></li> </ul>		<p>All these skills are embedded in the entire Get Writing programme, from the earliest level particularly in activities</p> <p>8. Composition: picture prompts – language comprehension and encoding.</p> <p>9. Composition – language comprehension and encoding.</p>
<i>'Discuss what they have written with the teacher and other pupils.'</i>		Throughout

<i>'Read aloud their writing clearly enough to be heard by their peers and the teacher.'</i>		Throughout
<b>Writing – vocabulary, grammar and punctuation</b>		
<i>'Leaving spaces between words.'</i>		One finger space' is recommended in Get Writing
<i>'Joining words and clauses using 'and'.'</i>		Throughout
<i>'Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.'</i>		Throughout
<i>'Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.'</i>	<i>'I' taught as alternative to Set 2 as part of the storybook activities.</i>  <i>Days of the week taught as part of weekly activities in Read Write Inc. Spelling</i>	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.
<i>'Learning the grammar for Year 1 in English Appendix 2.'</i>		See Appendix 2, below.
<i>'Use the grammatical terminology in English Appendix 2 in discussing their writing.'</i>		See Appendix 2, below.

## National Curriculum English Appendix 1: Spelling Year 1

<i>he sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<b><i>off, well, miss, buzz, back</i></b>	Taught as alternatives to Set 1 sounds as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck.
<i>The /ŋ / sound spelt n before k (bank, sunk)</i>	<b><i>bank, think, honk, sunk</i></b>	Since nk and ng are very frequent sound combinations, nk and ng taught together as part of Set 1.	Throughout.	Quick recap: Pre-programme Activity 2 bank.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.	-	Quick recap: Pre-programme Activity 2; pre-programme Activity 5 question 2. If you feel children need further practice, work through Pre-programme Special focus 2 (available online).

<i>-tch (fetch, hutch)</i>	<b>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</b>	Taught as alternative to Set 1 ch as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 catch.
<i>The /v/ sound at the end of words (have, live)</i>	<b>have live give</b>	Taught as alternative to Set 1 v as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 give.
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	<b>cats, dogs, spends, rocks, thanks catches</b>	Throughout fiction and non-fiction.	Children will use plural nouns and third person singular verbs ending with s and es where appropriate in their writing.	Quick check: Pre-programme Activity 5 question 4. If you feel children need further practice, work through Pre-programme Special focus 4 and special focus 5 (available online).
<i>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word</i>	<b>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</b>	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel children need further practice, work through Pre-programme Special focus 7 and Special focus 8 (available online).
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	<b>grander, grandest, fresher, freshest, quicker, quickest</b>	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel children need further practice, work through Pre-programme Special focus 6 (available online).
<i>ai, oi (rain, oil)</i>	<b>rain, wait, train, paid, afraid oil, join, coin, point, soil</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 train spoil.

<i>ay, oy (day, enjoy)</i>	<b><i>day, play, say, way, stay boy, toy, enjoy, annoy</i></b>	Speed sounds set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 day boy.
<i>a-e (made, safe)</i>	<b><i>made, came, same, take, safe</i></b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 make.
<i>e-e (these, complete)</i>	- <b><i>these, theme, complete</i></b>	-	-	Quick recap: Pre-programme Activity 2 theme.
<i>i-e (five, ride)</i>	<b><i>five, ride, like, time, side</i></b>	Speed sound set 3.	Grey level.	Quick recap: Pre-programme Activity 2 kite.
<i>o-e (home, hope)</i>	<b><i>home, those, woke, hope, hole</i></b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 smoke.
<i>u-e (June, rude)</i>	<b><i>June, rule, rude, use, tube, tune</i></b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 rude.
<i>ar (car, garden)</i>	<b><i>car, start, park, arm, garden</i></b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 car.
<i>ee (see, green)</i>	<b><i>see, tree, green, meet, week</i></b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 see.
<i>ea (/i:/) (sea, each)</i>	<b><i>sea, dream, meat, each, read (present tense)</i></b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 dream.
<i>ea (/ɛ/) (bread, instead)</i>	<b><i>head, bread, meant, instead, read (past tense)</i></b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 head.
<i>er (/ɜ:/) (her, person)</i>	<b><i>(stressed sound): her, term, verb, person</i></b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 verb.

<i>er (/ə/) ( better, sister)</i>	<b>(unstressed schwa sound): better, under, summer, winter, sister ir</b>	Not taught in Phonics as the unstressed schwa because so many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.	-	-
<i>ir (girl, third)</i>	<b>girl, bird, shirt, first, third</b>	Speed sound set 2.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 whirl.
<i>ur (turn, burst)</i>	<b>turn, hurt, church, burst, Thursday</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 burn.
<i>oo (/u:/) (food, soon)</i>	<b>food, pool, moon, zoo, soon</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 zoo.
<i>oo (/ʊ/) (book, good)</i>	<b>book, took, foot, wood, good</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 look.
<i>oa (boat, goal)</i>	<b>boat, coat, road, coach, goal</b>	Speed sound set 3.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 boat.
<i>oe (toe, goes)</i>	<b>toe, goes</b>	Taught as alternative to Set 3 o-e as part of the storybook activities.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 toe.
<i>ou (out, sound)</i>	<b>out, about, mouth, around, sound</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 shout.

<i>ow (/aʊ/) (now, brown)</i> <i>ow (/əʊ/) (own, show)</i> <i>ue (blue, rescue)</i> <i>ew (new, drew)</i>	<b><i>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</i></b>	Set 2 ow.  Set 3 ow.  ue taught as alternative to Set 3 ew.	Pink onwards for Set 2 ow; Yellow onwards for Set 3 ow, ew and alternative ue.	Quick recap: Pre-programme Activity 2 blow, brown, blue, chew.
<i>ie (/aɪ/) (tie, dried)</i>	<b><i>lie, tie, pie, cried, tried, dried</i></b>	Speed sounds set 3.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 tie.
<i>ie (/i:/) (chief, thief)</i>	<b><i>chief field thief</i></b>	Taught as alternative to Set 2 ee.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 chief.
<i>igh (high, right)</i>	<b><i>high, night, light, bright, right</i></b>	Speed sound set 2..	Pink Level onwards.	Quick recap: Pre-programme Activity 2 high.
<i>or (for, horse)</i>	<b><i>for, short, born, horse, morning</i></b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme. Activity 2 for
<i>ore (more, shore)</i>	<b><i>more, score, before, wore, shore</i></b>	Taught as alternative to Set 2 as part of the storybook activities.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 snore.
<i>aw (saw, yawn)</i>	<b><i>saw, draw, yawn, crawl</i></b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 law.
<i>au (author, dinosaur)</i>	<b><i>author, August, dinosaur, astronaut</i></b>	Taught as alternative to Set 3 aw as part of the storybook activities.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 author.
<i>air (fair, pair)</i>	<b><i>air, fair, pair, hair, chair</i></b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 fair given as example.



<i>ear (dear, year)</i>	<b>dear, hear, beard, near, year</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 ear given as example.
<i>ear (/ɛə/) (bear, pear)</i>	- <b>bear, pear, wear</b>	-	-	Quick recap: Pre-programme Activity 2 bear.
<i>are (/ɛə/) (dare, care)</i>	<b>bare, dare, care, share, scared</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 care.
<i>Words ending –y (/i:/ or /ɪ/) (happy, funny)</i>	<b>very, happy, funny, party, family</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 happy.
<i>New consonant spellings ph and wh (dolphin, where)</i>	<b>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</b>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.	Ditties.	Quick recap: Pre-programme Activity 2 which, photo.
<i>Using k for the /k/ sound (kit, skin)</i>	<b>Kent, sketch, kit, skin, frisky</b>	K taught as alternative sound for Speed sound set 1 ch.	Throughout.	Quick recap: Pre-programme Activity 2 skin.
<i>Adding the prefix -un</i>	<b>unhappy, undo, unload, unfair, unlock</b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.	Quick check: Pre-programme Activity 5, question 3.. If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
<i>Compound words</i>	<b>football, playground, farmyard, bedroom, blackberry</b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing	Quick check: Pre-programme Activity 5, question 1. If you feel children need further practice,

			after seeing it modelled by the teacher.	work through Pre-programme Special focus 1 (available online).
<i>Common exception words</i>	<p><b><i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i></b></p>	<p>The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).</p>	<p>The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).</p>	<p>Practised as Red words in activities in every unit of the programme in Year 2. These words are available to print and make into cards in the Red words Word bank.</p>

## National Curriculum English Appendix 2: Vocabulary, grammar and punctuation Year 1

Word		
Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	Throughout fiction and non-fiction.	Children will use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.
How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.
Sentence		
How <b>words</b> can combine to make <b>sentences</b>	Through reading the fiction and non-fiction books in the programme, children’s understanding of how words combine to make sentences develops steadily.	From early preparation of linking words into phrases in the Red Ditty Get Writing books, children develop their knowledge and ability to combine words to make sentences.
Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	From Green storybooks onwards, children are familiarized with how the word ‘and’ can be used to join words and clauses.	From Green Get Writing books onwards, children are encouraged to use ‘and’ to combine words and clauses (though not too frequently!).
Text		

Sequencing <b>sentences</b> to form short narratives	From Green storybooks onwards, children read short narratives made up of sequenced sentences.	From Purple Get Writing books onwards, children practice forming short narratives by writing sequenced sentences.
<b>Punctuation</b>		
Separation of <b>words</b> with spaces	Children witness this in all the fiction and non-fiction books in the programme.	Children are taught to leave a finger space between words, and are regularly reminded of this throughout the programme.
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	After completing the Red Ditty books, children are made aware of these punctuation marks in all the fiction and non-fiction books in the programme. Relevant features are flagged up in the prelims for each book.	After completing the Red Ditty Books, children are taught to recognize and understand the function of these punctuation marks, first through mime. Then they are encouraged to use them in their own written work.
Capital letters for names and for the personal <b>pronoun</b> 'I.'	In all the fiction and non-fiction books beyond Red Ditty books, capital letters are used for names. The pronoun 'I' is used in the Red Ditty books.	Capital letters for names introduced in Set 1 Green <i>My dog Ned</i> . The capital letter 'I' for the pronoun is used in the reading and writing linked to the Red Ditty books, although it is not explicitly taught as a pronoun.
<b>Terminology for pupils</b>		
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	These terms will be used regularly throughout the programme as part of the storybook activities. Children should be used to hearing and understanding them, as well as be confident in using the terms themselves.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.