



PHONICS & EARLY READING AT THONGSLEY FIELDS

Growing hearts and minds through language and literature.

Our Phonics teaching follows an ambitiously constructed sequence designed to engage, inspire, challenge and ultimately develop the early skills needed to read accurately and fluently.

A high-quality phonics education should equip pupils with knowledge of phonemes and graphemes as well as the skills need to become fluent readers. As pupils progress through our curriculum, their growing knowledge about phonics and the mechanics of text will help support them to become independent readers. It will also provide a strong foundation upon which a love of reading for pleasure can be built.



BIG IDEAS

Our children will:

- Quickly be able to recall phonemes and graphemes.
- Read with pace and fluency.
- Be able to decode multisyllabic words and begin to identify common prefixes and suffixes within words.
- Be independent with their reading. They will be securely taught how to read enabling them to read a wide range of texts.
- Using their reading skills they will be able to comprehend the texts they read both by identifying information from the text and by using the text to develop their own ideas.

We recognise the important role that phonics has to teach children the mechanics needed to begin their journey of reading and writing. That this foundation of early reading and writing will help to progress their development across the whole wider curriculum.



CONTENT & SEQUENCING

Our Phonics curriculum follows the Read Write Inc. scheme of learning. This scheme was deliberately chosen to build a strong understanding of phonics as well as ensure consistent teaching of the core reading skills. Phonics is taught as an independent subject from the EYFS to Y2. However, its principles have been developed and applied across our whole curriculum. Alongside discrete phonics teaching, we have developed reading as a key feature of our school.

- **Nursery** – develop listening and attention skills; develop spoken language and vocabulary acquisition; begin to develop grapheme and phoneme recall; begin to encourage the correct pencil grip and build the children's experience of fine motor activities.
- **Reception** – develop recall of phonemes and some diagraphs; the ability to blend and decode 'cvc' words as well as 4/5 sound words; be able to quickly recall graphemes for given phonemes. Our children will learn how sounds make words and groups of words make sentences; they will learn to spell simple words, and this will support their ability to write captions and sentences, forming letters correctly.
- **Key Stage 1** – understand a wide range of grapheme combinations; read multisyllabic words; understand and read prefixes and suffixes; and develop fluency and expression when reading. Children will begin to develop a greater range of vocabulary and how this can be used within their writing. They will explore different text types and use these to write for a variety of genres. Our children will be taught to write in a consistent style.
- **Developing future reading** – to ensure a smooth progression beyond our chosen phonics scheme, our children are taught to develop the independent skills required during whole class and guided reading in KS2. This begins as soon as our children join our school through regular modelling and opportunities for book discussions and explicit teaching. Through KS1, teachers systematically move teaching towards a more independent, whole class or guided reading model as fluency develops. Throughout KS2, the use of phonics continues to be practised alongside developing a love of reading for pleasure and furthering knowledge in all areas of the curriculum.



DIRECT INSTRUCTION

- Children will learn through a variety of individual, paired, group and whole-class teaching, activities and tasks.
- Modelling skills to children is essential and expected from all staff.
- Feedback is predominantly 'in the moment' and explicit.



RETRIEVAL PRACTISE

- Daily opportunities to embed learning alongside the new skills they are developing.
- Each reading level is cross referenced with year group expectations.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



PROGRESS

- Units of work that are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is the progression model.
- Frequent opportunities to assess the children allows those making progress to be moved forward in their learning while those who are struggling can be identified and supported.



SUPPORT

- Everyone has equitable access to learning with groupings regularly reviewed to support progress.
- Appropriately matched support for those who need to catch-up in all year groups.
- Quality, guided instruction and explicit modelling.
- Frequent opportunities for children to practise the skills they have learnt in all areas of the curriculum and school day.
- Opportunities to practise their reading at home.

Excellence for all - a curriculum to be proud of.



***Read Write Inc. Phonics* and the Statutory Framework for the
Early Years Foundation Stage (including Year R) 2021**

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

Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	<i>Read Write Inc. Phonics</i>
Communication and Language	
The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	In <i>Read Write Inc. Phonics</i> schools and nurseries, speaking and listening skill are developed throughout the day. Throughout the programme, children are asked to ‘Turn to your partner’ to discuss questions. They are encouraged to participate, listen attentively to their partner and respond appropriately. Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually. For schools with Ruth Miskin Training’s Online Training Subscription, <i>Talk Through Stories</i> offers further support with developing children’s communication and language skills.

Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	<i>Read Write Inc. Phonics</i>
Literacy	
Comprehension Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Talking about the books is an integral part of the programme. At the end of the ‘Story Introduction’, children are often asked to discuss with their partner what they think might happen next before reading the story for the first time. In the ‘Read Aloud – Teacher’ activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end. In ‘Questions to talk about’ at the back of each Storybook, children answer a range of ‘how’ and ‘why’ questions to check their understanding of the text. In Storytime and Poetry Time (on the <i>Read Write Inc. Phonics</i> Online Subscription on Oxford Owl), children listen to teachers perform stories and poems. During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events. Additional comprehension support is available in the <i>Talk Through Stories</i> part of Ruth Miskin Training’s Online Training Subscription.
Word Reading Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons. The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. • Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk • Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties. • When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons. • Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy

	Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception. Children will go on to learn alternative spellings (Set 3) in Year 1. Children are taught to sound-blend from the very beginning, initially orally using 'Fred Talk'. Once children know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words. Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence. 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.
Writing Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.	Children learn to write each letter correctly alongside reading the letter and there is a specific 'Handwriting' activity as part of the Storybook lessons. Children are expected to use their phonic knowledge to help them spell words. The 'Fred Fingers' activity enables them to practise spelling the words they read. This skill is then applied during all the 'Write About' activities. Phonically-plausible spellings are accepted. Children learn to compose their own sentences, rehearsing orally first using 'Build a sentence'. The 'Hold a sentence' activity in the Ditty and Storybook lessons teaches children to write a simple sentence using correct spelling and punctuation. Children will use a range of Red Words (irregular common words) during their writing compositions. Children create their own narratives in every 'Write About' activity. Before they write, children build up each sentence orally, either as a group or in partnerships. These sentences are structured using a series of questions to develop responses. Children are supported to use full sentences through taking feedback from partner discussion, then extending and expanding when teachers paraphrase their answers.



***Read Write Inc. Phonics* 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 Years 1-6		
National Curriculum English programmes of study	Read Write Inc. Phonics – reading	Read Write Inc. Phonics – writing
Spoken language [for Years 1-6] <i>Pupils should be taught to:</i>	These skills are embedded throughout the lessons: listening closely to the teacher, talking with and listening to a partner. When children Turn to your partner (TTYP) to discuss questions, they are encouraged to listen attentively and respond appropriately.	
<i>'Listen and respond appropriately to adults and their peers.'</i>	Throughout	
<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	Throughout	
<i>'Use relevant strategies to build their vocabulary.'</i>	Throughout	
<i>'Articulate and justify answers, arguments and opinions.'</i>	Throughout	
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Throughout	
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	Throughout	
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Throughout	
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Throughout	
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	Throughout	
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Throughout	
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	Throughout	
<i>'Select and use appropriate registers for effective communication.'</i>	Throughout	

National Curriculum English programmes of study: Year 1

National Curriculum English programmes of study: Year 1	<i>Read Write Inc. Phonics – reading</i>	<i>Read Write Inc. Phonics – writing</i>
Reading – word reading <i>Pupils should be taught to:</i>	All the skills below are covered through the reading of the carefully-led fiction and non-fiction books in the programme.	
<i>‘Apply phonic knowledge and skills as the route to decode words.’</i>	Throughout	
<i>‘Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.’</i>	Throughout The <i>Read Write Inc.</i> Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: * Set 1 teaches the most common sound-letter correspondences: 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 * Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 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. 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 Complex Speed Sound Chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’.	

<i>'Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.'</i>	Throughout Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards (see <i>Read Write Inc. Phonics</i> Online) in the Speed Sounds Lessons.	
<i>'Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'</i>	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.	
<i>'Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.'</i>	Throughout	
<i>'Read other words of more than one syllable that contain taught GPCs.'</i>	Throughout. Children read multi-syllabic words from Green Level onwards.	
<i>'Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).'</i>	Throughout	See Grammar activities for Yellow Storybook 2 <i>Off sick</i> and Blue Storybook 9 <i>A box full of light</i> .
<i>'Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'</i>	Throughout. The Storybooks follow a careful progression to ensure that children never try to read a book that is beyond their phonic knowledge.	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Throughout. Children read each book three times, focusing on decoding, then speed, then fluency.	
Reading – comprehension <i>Pupils should be taught to:</i>		
<i>'Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> <i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</i>	Storytime and Poetry Time sessions – see <i>Read Write Inc. Phonics</i> Online. - There are six poems for Reception and six for Year 1; six short fairy stories for Reception and six for Year 1. - Each story or poem can be read aloud in	

	a session and there are accompanying teaching notes with activities. These give children access to fiction and poetry at a level beyond that at which they can read independently.	
<i>Being encouraged to link what they read or hear read to their own experiences.</i>	See 'What's the message' in Storytime.	In Step 1 of each Write About, the teacher links an aspect of the story to their own experience, then asks the child to do the same.
<i>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i>	Throughout, in particular Storytime.	
<i>Recognising and joining in with predictable phrases.</i>	Throughout, in particular Storytime and Poetry Time.	
<i>Learning to appreciate rhymes and poems, and to recite some by heart.</i>	See Poetry Time.	
<i>Discussing word meanings, linking new meanings to those already known.'</i>	Throughout, in particular the Vocabulary check words, which are provided online with an image in Green–Orange Levels and in the Story/Non-fiction books in Yellow–Grey Levels.	See Vocabulary activities in the <i>Get Writing!</i> Books Yellow–Grey Levels.
'Understand both the books they can already read accurately and fluently and those they listen to by: <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i>	Throughout	
<i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i>	Throughout	
<i>Discussing the significance of the title and events.</i>	Throughout, particularly the Think About the Story activity.	Throughout
<i>Making inferences on the basis of what is being said and done.</i>	Throughout	
<i>Predicting what might happen on the basis of what has been read so far.'</i>	Throughout	

'Participate in discussion about what is read to them, taking turns and listening to what others say.'	Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime and Poetry Time sessions.
'Explain clearly their understanding of what is read to them.'	Throughout
Writing – transcription <i>Pupils should be taught to:</i>	
'Spell: Words containing each of the 40+ phonemes already taught	The <i>Read Write Inc.</i> Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: * Set 1 teaches the most common sound-letter correspondences: 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 * Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 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. 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 Complex Speed Sound Chart, e.g. 'ph' is not taught using a sound card but as an alternative to the more common

		spelling 'f'. The key spelling transcription activities are: - Red Rhythms – spelling Red Words (Yellow–Grey Levels) - Fred Fingers – spelling Green Words - Hold a Sentence 1 and 2 - Build a Sentence (writing in Yellow–Grey Levels only) - Spell Check (Yellow–Grey Levels) - Spell Test (Yellow–Grey Levels) - Write About Pupils check spelling in: - Proofread - Partner Proofread (Yellow–Grey Levels)
• <i>Common exception words</i>	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.	
• <i>The days of the week.'</i>		Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i> .
<i>'Name the letters of the alphabet:</i> • <i>naming the letters of the alphabet in order</i> • <i>using letter names to distinguish between alternative spellings of the same sound.'</i>	Pink and Orange Levels	Yellow Level
<i>'Add prefixes and suffixes:</i>	Children's awareness of prefixes and suffixes is	See Grammar activities for Yellow

• <i>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</i> • <i>using the prefix un–</i> • <i>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].’</i>	developed in the Storybook activities for each book and in particular in the Grammar and Spelling activities.	Storybook 5 <i>Robin Hood</i> ; Yellow Storybook 4 <i>The gingerbread man</i> ; Yellow Storybook 6 <i>Lost</i> . Throughout, children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
<i>‘Apply simple spelling rules and guidance as listed in English Appendix 1.’</i>	See Appendix 1: Spelling Year 1 below.	
<i>‘Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.’</i>		This skill is developed through the Hold a sentence activity introduced at the beginning of the programme and practised throughout.
Writing – handwriting <i>Pupils should be taught to:</i>		
<i>‘Sit correctly at a table, holding a pencil comfortably and correctly.’</i>		Children practise handwriting at each stage of learning to write. Guidance on teaching handwriting is provided in <i>Read Write Inc. Phonics Handbook 1</i> and <i>Handbook 2</i> and on <i>Read Write Inc. Phonics Online</i> .
<i>‘Begin to form lower-case letters in the correct direction, starting and finishing in the right place.’</i>		
<i>‘Form capital letters.’</i>		
<i>‘Form digits 0-9.’</i>		
<i>‘Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.’</i>		
Writing – composition <i>Pupils should be taught to:</i>		
<i>‘Write sentences by:</i> • <i>Saying out loud what they are going to write about.</i>		In Step 3 of each Write About, children discuss answers to the questions both as a group and with their partner to generate a variety of responses.

• <i>Composing a sentence orally before writing it.</i>		Children practise composing a sentence orally in the Build a Sentence activity. Then, in Step 4 of each Write About, the teacher models how to turn one of the child's ideas into a sentence by saying it out loud before they write it down. The teacher then asks children to follow the same process to write their own sentence.
• <i>Sequencing sentences to form short narratives.</i>		In Step 6 of each Write About, children repeat the process of orally composing then writing each sentence in order to build up a sequence of connected sentences.
• <i>Re-reading what they have written to check that it makes sense.'</i>		In the Partner Proofread activity, children work together to evaluate each other's writing compositions, checking for common errors in spelling or punctuation.
<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
Writing – vocabulary, grammar and punctuation <i>Pupils should be taught to:</i>		
<i>'Develop their understanding of the concepts set out in English Appendix 2 by:</i> • <i>Leaving spaces between words.</i>	Children witness this in all the fiction and non-fiction books in the programme.	Children are instructed to use 'finger gaps' in all writing activities, and are given prompts in the <i>Get Writing!</i> Books to check that they are using these.
• <i>Joining words and clauses using 'and'.</i>		Throughout, and see Grammar activity for Yellow Storybook 7 <i>Do we have to keep it?</i>

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.		Throughout. Children are given prompts in the <i>Get Writing!</i> Books to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks. In particular, see Grammar activity for Yellow Non-fiction 5 <i>A mouse in the house</i>.
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Capital letters for names introduced in Set 1 Green <i>My dog Ned</i> . The pronoun 'I' is used in the Red Ditty Books.	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'. See Grammar activity for Yellow Storybook 3 <i>Tom Thumb</i>. Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i>.
Learning the grammar for Year 1 in English Appendix 2.'		See Appendix 2, below
'Use the grammatical terminology in English Appendix 2 in discussing their writing.'		See Appendix 2, below

National Curriculum English Appendix 1: Spelling Year 1

English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	<i>Read Write Inc. Phonics</i> - reading	<i>Read Write Inc. Phonics</i> - writing	<i>Read Write Inc. Spelling</i> The Read Write Inc. Spelling programme covers Years 2–6, but provides activities to assess and revise the Year 1 content of English Appendix 1: Spelling.
<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<i>off, well, miss, buzz, back</i>	Taught as alternatives to Set 1 Sounds as part of the Storybook activity; ck practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics</i> Online).	Throughout	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck
<i>The /ŋ / sound spelt n before k (bank, sunk)</i>	<i>bank, think, honk, sunk</i>	As nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1.	Throughout	Quick recap: Pre-programme Activity 2 bank
<i>Division of words into syllables</i>		In the Story Green Words activity, children read multi-syllabic words and learn how a word can be split into syllables.		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</i>	<i>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</i>	Taught as an 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</i>	<i>have, live, give</i>	Taught as an 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</i>	<i>cats, dogs, spends, rocks, thanks, catches</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 6 <i>Lost</i> .	Quick check: Pre-programme Activity 5 question 4 If you feel children need further

<i>person singular of verbs)</i>			Children will also use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.	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>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> . Children will also 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>	<i>grander, grandest, fresher, freshest, quicker, quickest</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> . Children will also 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</i>	<i>rain, wait, train, paid, afraid, oil, join, coin, point, soil</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 train spoil
<i>ay, oy</i>	<i>day, play, say, way, stay boy, toy, enjoy, annoy</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 day boy
<i>a-e</i>	<i>made, came, same, take, safe</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 make
<i>e-e</i>	<i>these, theme, complete</i>	Practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics Online</i>).		Quick recap: Pre-programme Activity 2 theme
<i>i-e</i>	<i>five, ride, like, time, side</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 kite
<i>o-e</i>	<i>home, those, woke, hope, hole</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 smoke

<i>u-e</i>	<i>June, rule, rude, use, tube, tune</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 rude
<i>ar</i>	<i>car, start, park, arm, garden</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 car
<i>ee</i>	<i>see, tree, green, meet, week</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 see
<i>ea (/i:/)</i>	<i>sea, dream, meat, each, read (present tense)</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 dream
<i>ea (/ɛ/)</i>	<i>head, bread, meant, instead, read (past tense)</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 head
<i>er (/ɜ:/)</i>	<i>(stressed sound): her, term, verb, person</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 verb
<i>er (/ə/)</i>	<i>(unstressed schwa sound): better, under, summer, winter, sister</i>	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</i>	<i>girl, bird, shirt, first, third</i>	Speed Sounds Set 2	Blue and Grey Level	Quick recap: Pre-programme Activity 2 whirl
<i>ur</i>	<i>turn, hurt, church, burst, Thursday</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 burn
<i>oo (/u:/)</i>	<i>food, pool, moon, zoo, soon</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 zoo
<i>oo (/ʊ/)</i>	<i>book, took, foot, wood, good</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 look
<i>oa</i>	<i>boat, coat, road, coach, goal</i>	Speed Sounds Set 3	Grey Level onwards	Quick recap: Pre-programme Activity 2 boat
<i>oe</i>	<i>toe, goes</i>	Taught as an alternative to Set 3 o-e as part of the Storybook activities.	Blue Level onwards	Quick recap: Pre-programme Activity 2 toe
<i>ou</i>	<i>out, about, mouth, around, sound</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 shout
<i>ow (/aʊ/)</i>	<i>now, how, brown, down, town</i>	ow (brown) – Speed Sounds Set 3;	Pink Level onwards for Set 2 ow;	Quick recap: Pre-programme Activity 2 blow, brown, blue,

<i>ow (/əʊ/)</i> <i>ue</i> <i>ew</i>	<i>own, blow, snow, grow, show</i> <i>blue, clue, true, rescue, Tuesday</i> <i>new, few, grew, flew, drew, threw</i>	ow (snow) – Speed Sounds Set 2; ue taught as an alternative to Speed Sounds Set 3 ew and practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics</i> Online).	Yellow Level onwards for Set 3 ow, ew and alternative ue.	chew
<i>ie (/aɪ/)</i>	<i>lie, tie, pie, cried, tried, dried</i>	Practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics</i> Online).	Blue Level onwards	Quick recap: Pre-programme Activity 2 tie
<i>ie (/i:/)</i>	<i>chief, field, thief</i>	Taught as an alternative to Set 2 ee.	Blue and Grey Level	Quick recap: Pre-programme Activity 2 chief
<i>igh</i>	<i>high, night, light, bright, right</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 high
<i>or</i>	<i>for, short, born, horse, morning</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme. Activity 2 for
<i>ore</i>	<i>more, score, before, wore, shore</i>	Taught as an alternative to Set 2 as part of the Storybook activities.	Yellow Level onwards	Quick recap: Pre-programme Activity 2 snore
<i>aw</i>	<i>saw, draw, yawn, crawl</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 law
<i>au</i>	<i>author, August, dinosaur, astronaut</i>	Taught as an alternative to Set 3 aw as part of the Storybook activities and practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics</i> Online).	Grey Level onwards	Quick recap: Pre-programme Activity 2 author
<i>air</i>	<i>air, fair, pair, hair, chair</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 fair given as example
<i>ear</i>	<i>dear, hear, beard, near, year</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 ear given as example
<i>ear (/ɛə/)</i>	<i>bear, pear, wear</i>			Quick recap: Pre-programme Activity 2 bear
<i>are (/ɛə/)</i>	<i>bare, dare, care, share, scared</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 care
<i>Words ending –y</i>	<i>very, happy, funny, party,</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme

<i>(/i:/ or /ɪ/)</i>	<i>family</i>			Activity 2 happy
<i>New consonant spellings ph and wh</i>	<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>	ph taught as an alternative for Set 1 f; wh taught as an alternative for Set 1 w.	Ditties	Quick recap: Pre-programme Activity 2 which, photo
<i>Using k for the /k/ sound</i>	<i>Kent, sketch, kit, skin, frisky</i>	k taught as an alternative sound for Speed Sound Set 1 ch.	Throughout	Quick recap: Pre-programme Activity 2 ski
<i>Adding the prefix -un</i>	<i>unhappy, undo, unload, unfair, unlock</i>	Not explicitly taught.	See Grammar activity for Yellow Storybook 5 <i>Robin Hood</i> .	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>	<i>football, playground, farmyard, bedroom, blackberry</i>	Not explicitly taught.	Covered in the Vocabulary activity in Yellow Storybook 8 <i>Danny and the Bump-a-lump</i> and the Grammar activity in Blue Non-fiction 4 <i>At the seaside</i> .	Quick check: Pre-programme Activity 5, question 1 If you feel children need further practice, work through Pre-programme Special focus 1 (available online).
<i>Common exception words</i>	<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>	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.		Practised as Red Words in activities in every unit of the programme in Year 2 Spelling. These words are available to print and make into cards in the Red Words Word bank.

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

English Appendix 2: Vocabulary, grammar and punctuation content Year 1	Read Write Inc. Phonics - reading	Read Write Inc. Phonics - writing
	In Green–Orange Levels there is a Proofread activity in every lesson which involves identifying spelling or punctuation errors. In Yellow–Grey Levels, in addition to the Proofread activities there are specific Grammar and Vocabulary activities in every lesson.	
Word		
Regular plural noun suffixes –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.	See Grammar activity for Yellow Storybook 6 <i>Lost</i> . Children will also use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)	Throughout fiction and non-fiction.	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> . Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]		See Grammar activity for Yellow Storybook 5 <i>Robin Hood</i> . Children will also use these forms where appropriate in their own writing as modelled by the teacher.
Sentence		
How words can combine to make sentences	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 <i>Get Writing! Red Ditty Books</i> , children develop their knowledge and ability to combine words to make sentences.
Joining words and joining clauses using <i>and</i>	From Green Storybooks onwards, children are familiarised with how the word ‘and’ can be used to join words and clauses.	See Grammar activity for Yellow Storybook 7 <i>Do we have to keep it?</i>

		From <i>Get Writing! Green</i> Books onwards, children are encouraged to use 'and' to combine words and clauses (though not too frequently!).
Text		
Sequencing sentences to form short narratives	From Green Storybooks onwards, children read short narratives made up of sequenced sentences.	From <i>Get Writing! Purple</i> Books onwards, children practise forming short narratives by writing sequenced sentences.
Punctuation		
Separation of words with spaces	Children witness this in all the fiction and non-fiction books in the programme.	Children are instructed to use 'finger gaps' in all writing activities, and are given prompts in the <i>Get Writing! Books</i> to check that they are using these.
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	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.	See Grammar activities for Yellow Storybook 8 <i>Danny and the Bump-a-lump</i> and Yellow Non-fiction 5 <i>A mouse in the house</i>. After completing the Red Ditty Books, children are taught to recognise and understand the function of these punctuation marks, first through mime. Then they are encouraged to use them in their own written work. Children are given prompts in the <i>Get Writing! Books</i> to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks.
Capital letters for names and for the personal pronoun 'I'	Capital letters for names introduced in Green Storybook 1 <i>My dog Ned</i> . The pronoun 'I' is used in the Red Ditty Books.	See Grammar activity for Yellow Storybook 3 <i>Tom Thumb</i>. Throughout, children are taught to use capital letters at the start of sentences, for names and for the word 'I'.

Terminology for pupils		
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.	These terms are explained in the Grammar activities in Yellow–Grey Levels. Children’s understanding of them is tested in the Grammar activities in the <i>Yellow–Grey Get Writing!</i> Books.