



**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.)**



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

National Curriculum English programmes of study content	<i>Read Write Inc. Phonics</i>
Spoken language [for Years 1-6]	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.
<i>Pupils should be taught to:</i>	
<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

Reading – word reading	
<i>'Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.'</i>	Throughout
<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>	Throughout
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>	Throughout
<i>'Read words containing common suffixes.'</i>	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
<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
Reading – comprehension	
<i>'Develop pleasure in reading by:</i>	
<ul style="list-style-type: none"> ● <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> 	
<ul style="list-style-type: none"> ● <i>Discussing the sequence of events in books and how items of information are related.</i> 	Throughout
<ul style="list-style-type: none"> ● <i>Becoming familiar with and retelling a wider range of stories.</i> 	Throughout
<ul style="list-style-type: none"> ● <i>Being introduced to non-fiction books that are structured in different ways.</i> 	Throughout
<ul style="list-style-type: none"> ● <i>Recognising simple recurring literary language in stories and poetry.</i> 	Throughout
<ul style="list-style-type: none"> ● <i>Discussing and clarifying the meanings of words.</i> 	Throughout
<ul style="list-style-type: none"> ● <i>Discussing their favourite words and phrases.</i> 	Throughout

<ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart.' 	Throughout
<p>'Understand books by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. 	Throughout
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading. 	Throughout
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. 	Throughout
<ul style="list-style-type: none"> Answering and asking questions. 	Throughout
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far.' 	Throughout
<p>'Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.'</p>	Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime.
<p>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</p>	Throughout
<p>Writing – transcription</p>	
<p>'Spell (words containing phonemes taught, common exception words, days of the week).'</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> <ul style="list-style-type: none"> * 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 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * 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>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</p>

	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'. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.
'Name letters of alphabet.'	Pink/Orange Level.
'Add prefixes and suffixes.'	Children's awareness of prefixes and suffixes is developed in the storybook activities for each book.
'Apply simple spelling rules as outlined in English Appendix 1.'	See Appendix 1: Spelling Year 1 below.
'Write from memory simple dictated sentences.'	
Writing – handwriting	
'Sit and hold pencil correctly.'	Speed Sounds lessons, from Red Level onwards
'Begin to form lower case letters in correct direction.'	Speed Sounds lessons, from Red Level onwards
'Capital letters.'	
'Digits 0-9.'	
'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'	

<i>ai, oi (rain, oil)</i>	rain, wait, train, paid, afraid oil, join, coin, point, soil	Speed sound set 3.
<i>ay, oy (day, enjoy)</i>	day, play, say, way, stay boy, toy, enjoy, annoy	Speed sounds set 2.
<i>a-e (made, safe)</i>	made, came, same, take, safe	Speed sound set 3.
<i>e-e (these, complete)</i>	- these, theme, complete	-
<i>i-e (five, ride)</i>	five, ride, like, time, side	Speed sound set 3.
<i>o-e (home, hope)</i>	home, those, woke, hope, hole	Speed sound set 3.
<i>u-e (June, rude)</i>	June, rule, rude, use, tube, tune	Speed sound set 3.
<i>ar (car, garden)</i>	car, start, park, arm, garden	Speed sound set 2.

<i>ee (see, green)</i>	see, tree, green, meet, week	Speed sound set 2.
<i>ea (/i:/) (sea, each)</i>	sea, dream, meat, each, read (present tense)	Speed sound set 3.
<i>ea (/ɛ/) (bread, instead)</i>	head, bread, meant, instead, read (past tense)	Speed sound set 3.
<i>er (/ɜ:/) (her, person)</i>	(stressed sound): her, term, verb, person	Speed sound set 3.
<i>er (/ə/) (better, sister)</i>	(unstressed schwa sound): better, under, summer, winter, sister ir	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>	girl, bird, shirt, first, third	Speed sound set 2.
<i>ur (turn, burst)</i>	turn, hurt, church, burst, Thursday	Speed sound set 3.
<i>oo (/u:/) (food, soon)</i>	food, pool, moon, zoo, soon	Speed sound set 2.
<i>oo (/ʊ/) (book, good)</i>	book, took, foot, wood, good	Speed sound set 2.
<i>oa (boat, goal)</i>	boat, coat, road, coach, goal	Speed sound set 3.
<i>oe (toe, goes)</i>	toe, goes	Taught as alternative to Set 3 o-e as part of the storybook activities.
<i>ou (out, sound)</i>	out, about, mouth, around, sound	Speed sound set 2.
<i>ow (/aʊ/) (now, brown)</i> <i>ow (/əʊ/) (own, show)</i> <i>ue (blue, rescue)</i> <i>ew (new, drew)</i>	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	Set 2 ow. Set 3 ow. ue taught as alternative to Set 3 ew.
<i>ie (/aɪ/) (tie, dried)</i>	lie, tie, pie, cried, tried, dried	Speed sounds set 3.
<i>ie (/i:/) (chief, thief)</i>	chief field thief	Taught as alternative to Set 2 ee.
<i>igh (high, right)</i>	high, night, light, bright, right	Speed sound set 2..
<i>or (for, horse)</i>	for, short, born, horse, morning	Speed sound set 2.
<i>ore (more, shore)</i>	more, score, before, wore, shore	Taught as alternative to Set 2 as part of the storybook activities.
<i>aw (saw, yawn)</i>	saw, draw, yawn, crawl	Speed sound set 3.
<i>au (author, dinosaur)</i>	author, August, dinosaur, astronaut	Taught as alternative to Set 3 aw as part of the storybook activities.
<i>air (fair, pair)</i>	air, fair, pair, hair, chair	Speed sound set 2.
<i>ear (dear, year)</i>	dear, hear, beard, near, year	Speed sound set 3.
<i>ear (/ɛə/) (bear, pear)</i>	- bear, pear, wear	-
<i>are (/ɛə/) (dare, care)</i>	bare, dare, care, share, scared	Speed sound set 3.
<i>Words ending -y (/i:/ or /ɪ/) (happy,</i>	very, happy, funny, party, family	Speed sound set 3.

<i>funny</i>)		
New consonant spellings <i>ph</i> and <i>wh</i> (<i>dolphin, where</i>)	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.
Using <i>k</i> for the /k/ sound (<i>kit, skin</i>)	Kent, sketch, kit, skin, frisky	K taught as alternative sound for Speed sound set 1 ch.
Adding the prefix <i>-un</i>	unhappy, undo, unload, unfair, unlock	Not explicitly taught.
Compound words	football, playground, farmyard, bedroom, blackberry	Not explicitly taught.
Common exception words	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	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).

Grammar and Punctuation	
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.
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.
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]	Not explicitly taught.
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.

Joining words and joining clauses using <i>and</i>	From Green storybooks onwards, children are familiarized with how the word 'and' can be used to join words and clauses.
Text	
Sequencing sentences to form short narratives	From Green storybooks onwards, children read short narratives made up of sequenced sentences.
Punctuation	
Separation of words with spaces	Children witness this in all the fiction and non-fiction books in the programme.
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. Relevant features are flagged up in the prelims for each book.
Capital letters for names and for the personal pronoun '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.
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.