

## Read Write Inc. Spelling Year 1: Curriculum in England matching chart

<b>National Curriculum English programmes of study Year 1</b>		
	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>
<b>Writing – transcription</b>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week)</li> </ul>	<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: 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 <i>Speed sounds</i> teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>* Set 3 <i>Speed sounds</i> 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 <i>Speed sounds</i> 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 as part of the reading activities for the storybooks, 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>There are 9 <i>Get Writing!</i> 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>

	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>
<b>Writing – transcription (continued)</b>		
Pupils should be taught to: <ul style="list-style-type: none"> <li>name the letters of the alphabet in order</li> </ul>	Pink/Orange Level.	Yellow level.
Pupils should be taught to: <ul style="list-style-type: none"> <li>Add prefixes and suffixes</li> </ul>	Children’s awareness of prefixes and suffixes is developed in the storybook activities for each book.	Children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
Pupils should be taught to: <ul style="list-style-type: none"> <li>apply simple spelling rules as outlined in English Appendix 1.</li> </ul>	See Appendix 1: Spelling Year 1 below.	

	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>
<b>Writing – vocabulary, grammar and punctuation</b>		
Pupils should be taught to: <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by [...] Using a capital letter for names of people, places, days of the week, and the personal pronoun ‘I’.</li> </ul>	‘I’ taught as alternative to Set 2 as part of the storybook activities.  Days of the week taught as part of weekly activities <i>Read Write Inc. Spelling</i>	Children are taught to use capital letters at the start of sentences, for names and for the word ‘I’.

## 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.</i> Phonics	<i>Read Write Inc.</i> Get Writing!	<i>Read Write Inc.</i> Spelling The <i>Read Write Inc.</i> 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>	<b>off, well, miss, buzz, back</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>bank, think, honk, sunk</b>	Since 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>		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	Quick check: Pre-programme Activity 5 question 4. If children need further practice, work through Pre-programme Special focus 4 and Special focus 5

English Appendix 1: Spelling Year 1 content	Curriculum example words	<i>Read Write Inc. Phonics</i>	writing. <i>Read Write Inc. Get Writing!</i>	(available online). <i>Read Write Inc. Spelling</i>
<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>day, play, say, way, stay boy, toy, enjoy, annoy</b>	Speed sounds set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 day boy.
<i>a-e (made, safe)</i>	<b>made, came, same, take, safe</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 make.
<i>e-e (these, complete)</i>	<b>these, theme, complete</b>	-	-	Quick recap: Pre-programme Activity 2 theme.
<i>i-e (five, ride)</i>	<b>five, ride, like, time, side</b>	Speed sound set 3.	Grey level.	Quick recap: Pre-programme Activity 2 kite.
<i>o-e (home, hope)</i>	<b>home, those, woke, hope, hole</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 smoke.
<i>u-e (June, rude)</i>	<b>June, rule, rude, use,</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2

	<i>tube, tune</i>			rude.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Get Writing!</b>	<b>Read Write Inc. Spelling</b>
<i>ar (car, garden)</i>	<b>car, start, park, arm, garden</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 car.
<i>ee (see, green)</i>	<b>see, tree, green, meet, week</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 see.
<i>ea (/i:/) (sea, each)</i>	<b>sea, dream, meat, each, read (present tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 dream.
<i>ea (/ɛ/) (bread, instead)</i>	<b>head, bread, meant, instead, read (past tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 head.
<i>er (/ɜ:/) (her, person)</i>	<b>(stressed sound): her, term, verb, person</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 as the unstressed schwa because 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	Blue Level onwards.	Quick recap: Pre-programme Activity 2

		3 o-e as part of the storybook activities.		toe.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Get Writing!</b>	<b>Read Write Inc. Spelling</b>
<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>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</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>lie, tie, pie, cried, tried, dried</b>	Speed sounds set 3.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 tie.
<i>ie (/i:/) (chief, thief)</i>	<b>chief field thief</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>high, night, light, bright, right</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 high.
<i>or (for, horse)</i>	<b>for, short, born, horse, morning</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme. Activity 2 for
<i>ore (more, shore)</i>	<b>more, score, before, wore, shore</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>saw, draw, yawn, crawl</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 law.
<i>au (author, dinosaur)</i>	<b>author, August, dinosaur, astronaut</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>air, fair, pair, hair, chair</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 fair given as example.

English Appendix 1: Spelling Year 1 content	Curriculum example words	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>	<i>Read Write Inc. Spelling</i>
<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 after seeing it modelled by the teacher.	Quick check: Pre-programme Activity 5, question 1. If you feel children need further practice, work through Pre-programme Special focus 1 (available online).

English Appendix 1: Spelling Year 1 content	Curriculum example words	<i>Read Write Inc.</i> Phonics	<i>Read Write Inc.</i> Get Writing!	<i>Read Write Inc.</i> Spelling
<i>Common exception words</i>	<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>	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).	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).	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.