

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

National Curriculum English programmes of study Year 1	
	Read Write Inc. Phonics
Writing – transcription	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week) 	<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 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>

	<i>Read Write Inc. Phonics</i>
Writing – transcription (continued)	
Pupils should be taught to: <ul style="list-style-type: none"> ▪ name the letters of the alphabet in order 	Pink/Orange Level.
Pupils should be taught to: <ul style="list-style-type: none"> ▪ Add prefixes and suffixes 	Children’s awareness of prefixes and suffixes is developed in the storybook activities for each book.
Pupils should be taught to: <ul style="list-style-type: none"> ▪ apply simple spelling rules as outlined in English Appendix 1. 	See Appendix 1: Spelling Year 1 below.

	<i>Read Write Inc. Phonics</i>
Writing – vocabulary, grammar and punctuation	
Pupils should be taught to: <ul style="list-style-type: none"> ▪ 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’. 	‘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>

National Curriculum English Appendix 1: Spelling Year 1		
English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	Read Write Inc. Phonics
<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	off, well, miss, buzz, back	Taught as alternatives to Set 1 sounds as part of the storybook activities.
<i>The /ŋ/ sound spelt n before k (bank, sunk)</i>	bank, think, honk, sunk	Since nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.
<i>-tch (fetch, hutch)</i>	catch, fetch, kitchen, notch, hutch (rich, which, much, such)	Taught as alternative to Set 1 ch as part of the storybook activities.
<i>The /v/ sound at the end of words (have, live)</i>	have live give	Taught as alternative to Set 1 v as part of the storybook activities.
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	cats, dogs, spends, rocks, thanks catches	Throughout fiction and non-fiction.

English Appendix 1: Spelling Year 1 content	Curriculum example words	Read Write Inc. Phonics
<i>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</i>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	Throughout fiction and non-fiction.
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	grander, grandest, fresher, freshest, quicker, quickest	Throughout fiction and non-fiction.
<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.

English Appendix 1: Spelling Year 1 content	Curriculum example words	Read Write Inc. Phonics
<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 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>	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.

English Appendix 1: Spelling Year 1 content	Curriculum example words	Read Write Inc. Phonics
<i>ou (out, sound)</i>	out, about, mouth, around, sound	Speed sound set 2.
<i>ow (/aʊ/) (now, brown) ow (/əʊ/) (own, show) ue (blue, rescue) 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.

English Appendix 1: Spelling Year 1 content	Curriculum example words	Read Write Inc. Phonics
<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, funny)</i>	very, happy, funny, party, family	Speed sound set 3.
<i>New consonant spellings ph and wh (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.
<i>Using k for the /k/ sound (kit, skin)</i>	Kent, sketch, kit, skin, frisky	K taught as alternative sound for Speed sound set 1 ch.
<i>Adding the prefix -un</i>	unhappy, undo, unload, unfair, unlock	Not explicitly taught.
<i>Compound words</i>	football, playground, farmyard, bedroom, blackberry	Not explicitly taught.

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