

English Appendices

1. Assertive mentoring spelling programme progression
2. Punctuation, Grammar, Alan Peat sentences progression
3. Read, write inc phonics progression



English Appendix 1: Spelling progression

Spelling Overview KS1

Year 1 PoS	k sound	l sound	s, z sound	f sound	w sound	ch sound	v sound	final y as ee	syllables	compounds	
Spelling List	1:1	1:2	1:3	1:4	1:5	1:6	1:7	1:8	1:9	1:10	
Focus	c k ck	l ll ll	s ss zz	f ff ph	w wh wh	tc ch ch h	v ve ve	y y y			
Year 1 PoS	Long Vowel Phonemes										
Spelling List	1:11	1:12	1:13	1:14	1:15	1:16	1:17	1:18	1:19	1:20	
Focus	ai ay a- e	ee ea e-	igh ie i-e	ow oa o-	ew ue u- e	ai,ea,ie,oa,ue	magic e	ay,ee,igh,ow,ew	ie -y oe	oo oo oo	
Year 1 PoS	Vowel Digraphs/Trigraphs						Vowel Suffixes			Prefixes	
Spelling List	1:21	1:22	1:23	1:24	1:25	1:26	1:27	1:28	1:29	1:30	
Focus	ow ow ou	oi oi oy	ar ar or	or aw au e	er ir ur	air ar ea e	s es es	ing ed er	er er est	un un dis	

Common exception words	Pupils' attention should be drawn to the grapheme phoneme correspondences that do and do not fit in with what has been taught so far	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 – and/or others, according to the programme used
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Year 2 PoS	j sound			c sound k, s		Silent			Endings sounding le									Apostrophe			Vowels
Spelling List	2:1			2:2		2:3			2:4			2:5			2:6			2:7	2:8	2:9	2:10
Focus	dg	ge	g	soft c	c	k	w	g	-le	-le	-le	-el	-al	-al	-il	-il	-ol	contractions	contractions	possession	y sounding eye
Year 2 PoS	Vowel Sounds															Homophones					
Spelling List	2:11			2:12		2:13			2:14			2:15			2:16			2:17	2:18	2:19	2:20
Focus	y sounding ee			ey sounding ee		a sounding or			a sounding o			o sounding u			or	ir	ea	ai, a-e	ee, ea	silent k	silent w
Year 2 PoS	Vowel Suffixes															Consonant Suffixes					
Spelling List	2:21			2:22		2:23			2:24			2:25			2:26			2:27	2:28	2:29	2:30
Focus	e with er, est			e with ed, ing		y with er, est			y with ed, ing			er, est			ed, ing			ful, less	ly, ness	ily, iness	tion

Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.
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Spelling Overview Lower KS2

Year 3 PoS	Vowel Suffixes						Consonant Suffix		Prefixes	
Spelling List	3:1	3:2	3:3	3:4	3:5	3:6	3:7	3:8	3:9	3:10
Focus	ing	ing	ed	er	ion	ion	ly	ly	un, dis, mis	in, il, ir
Year 3 PoS	Vowel Sounds and Letter Strings				Irregular Tenses		Homophones			
Spelling List	3:11	3:12	3:13	3:14	3:15	3:16	3:17	3:18	3:19	3:20
Focus	y sounding i	ou as u,ow,oo	a as ei,eigh,ey	sure,ture,tch	o to e	i to a	common	ai, a-e	ee, ea	st, ssed

Year 4 PoS	Prefixes				Suffixes					
Spelling List	4:1	4:2	4:3	4:4	4:5	4:6	4:7	4:8	4:9	4:10
Focus	super,sub,inte r	anti,non,auto	pre, de, re	in, imp, imm	ing	er, ed	ous	ous	tion, cian	sion, ssion
Year 4 PoS	Vowel, Consonant Sounds				Apostrophe		Irregular Tenses		Homophones	
Spelling List	4:11	4:12	4:13	4:14	4:15	4:16	4:17	4:18	4:19	4:20
Focus	ch sounding k	ch, as sh,g,k	sc sounding s	a as ei,eigh,ey	plural possession		ee to ept	ent to end	long o	long i

<p>Common exception words</p> <p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	<p>Word list – years 3 and 4: accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange</p> <p>strength suppose surprise therefore though/although thought through various weight woman/women</p>
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Spelling Overview **UPPER KS2**

Year 5 PoS	Vowel Suffixes									
Spelling List	5:1	5:2	5:3	5:4	5:5	5:6	5:7	5:8	5:9	5:10
Focus	cious, tious	cial, tial	ant	ent	Ance	ance	ence	able	able, ible	ably, ibly
Year 5 PoS	Vowel Suffix	Vowel Sounds	Letter String	Silent Letters					Homophones	
Spelling List	5:11	5:12	5:13	5:14	5:15	5:16	5:17	5:18	5:19	5:20
Focus	suffix to fer	ie, ei sounds	ough	silent b, c	silent g, k	silent h, k	silent n, t	silent u, w	ce, se	ow, ou

Year 6 Additional	Hyphens			Unstressed Letters			Latin Prefixes			Roots
Spelling List	6:1	6:2	6:3	6:4	6:5	6:6	6:7	6:8	6:9	6:10
Focus	prefixes	homophones	adjectives	vowels	vowels	consonants	uni, bi, tri	circ,tele,trans	min,mag,multi	tract, struct
Year 6 Additional	Suffixes				Roots and Affixes (Multisyllabic)					
Spelling List	6:11	6:12	6:13	6:14	6:15	6:16	6:17	6:18	6:19	6:20
Focus	en, ify, ate	ness	ity, ility	ial, ious	form, trust	joy, agree	cover, act	assist, light	child, sign	take, help

<p>Common exception words</p> <p>Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes. Understanding the history of words and relationships between them can also help with spelling. Examples: ☐ Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know. ☐ The word desperate, meaning ‘without hope’, is often pronounced in English as desp’rate, but the –sper- part comes from the Latin spero, meaning ‘I hope’, in which the e was clearly sounded. ☐ Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.</p>	<p>Word list – years 5 and 6: accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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English Appendix 2: Vocabulary, grammar and punctuation

Year 1

The following should be taught at year 1:		
Punctuation	<ul style="list-style-type: none"> • Separation of words with finger spaces. • The use of capital letters, full stops, question marks and exclamation marks in sentences. • Capital letter for proper nouns (names of people, places, days of the week). 	
Grammar and Vocabulary	<ul style="list-style-type: none"> • The use of regular plural noun suffixes. e.g. adding s or es. (dog–dogs and wish– wishes) • Adding suffixes to words where there is no change to the spelling of the root word:e.g. root word–help becomes helping, helper, helped. • Using and understanding how the prefix un changes the meaning of verbs and adjectives. e.g. kind– unkind, tie–untie. • How words can make simple sentences 	
Grammatical terms that children should know	<ul style="list-style-type: none"> • Letter • Capital letter • Full stop • word • Singular and plural • Sentence 	
Link to SPaG progression document	Y1 Sentence structures	Examples
Join words and clauses with and and because	Write 2 simple sentences joined with and and because.	I can see the dog and the cat.
	1A sentences One adjective before the noun	I can see the scruffy dog.

Year 2

The following should be taught at year 2, ensuring that year 1 content is secure.	
Punctuation	<ul style="list-style-type: none">• The use of capital letters, full stops, question marks and exclamation marks in sentences.• The use of commas to separate items in a list• The use of apostrophes for omission. e.g. did not – didn't• The use of apostrophe to show singular possession in nouns e.g. the girl's name [as there is 1 girl and the name belongs to her].
Grammar and Vocabulary	<ul style="list-style-type: none">• Using suffixes in nouns e.g. ness, er and by compounding e.g. whiteboard, superman.• Using suffixes in adjectives e.g. -ful, -less, -er, -est• Using the suffix ly to change adjectives into adverbs.• To use subordination in sentences e.g. if, when, that, because• To use coordination in sentences e.g. or, and, but• Know how to expand noun phrases for description or specification. (Includes 2A sentences.) e.g. noun phrase - The butterfly changes to The beautiful, colourful butterfly.• Noun phrase – The man changes to The man in the moon.• Know how the grammatical pattern in a sentence indicates its function – statement, question, exclamation or command.• To choose and consistently use the correct tense – past and present.• To know what a noun, adjective and verb is.• Use of progressive form of verbs in present and past tense to mark actions in progress, e.g. she is drawing, he was shouting.
Grammatical terms that children should know	<ul style="list-style-type: none">• Noun and noun phrase• Statement, question, exclamation, command.• Compound sentences• Adjective• Verb• Adverb• Suffix• Past tense and present tense• Apostrophe• Comma

Year 2

Link to SPaG progression document	Y2 Sentence structures	Examples
To use coordination in sentences, eg or, but, and.	B.O.Y.S. A B.O.Y.S, sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma, and the last part <u>always</u> begins with a <u>conjunction</u> .	She was happily playing a game, but got upset when she lost. The cookies could be double chocolate chip, or oat and raisin. It was a warm day, yet storm clouds had gathered over the distant horizon.
Know how to expand noun phrases.	Teach 2A sentences. These are 2 adjectives before the first and 2 adjectives before the second noun.	Mr Twit was a dirty, horrible man with long, soggy spaghetti in his beard.
	All the Ws Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Will? What if?	Would there ever be an opportunity like this one? Who would take over his role now? What if you had all of the money in the world? Why do zebras have stripes?
Know how to expand noun phrases	List sentences must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives.	It was a dark, long, leafy lane. It was a cold, wet miserable and misty morning.

Year 3

<i>The following should be taught at year 3, ensuring that year 1 and 2 content is secure.</i>	
Punctuation	<ul style="list-style-type: none">• As above for year 1 and 2.• To use inverted commas to punctuate direct speech. e.g. 'I am upset.' she said.
Grammar and Vocabulary	<ul style="list-style-type: none">• Using prefixes in nouns e.g. super, anti, auto• To use a or an correctly depending on whether the next words begins with a consonant or vowel.• To express time, place and cause using: conjunctions – when, before, after, while, so, because Adverbs – then, next, soon, therefore. Prepositions – before, after, during, in, because of• To know word families based on common words, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble.• To know what a main and subordinate clause is (can be taught through w drop in). e.g. The girl, whom I remember, had long black hair. The boy, whose name was George, thinks he is very brave.• Introduction to paragraphs as a way to group related material• Headings and sub headings to aid presentation.• Use the present perfect form of verbs instead of the simple past e.g He has gone out to play contrasted with He went out to play].
Grammatical terms that children should know	<ul style="list-style-type: none">• Adverb• Preposition conjunction• Prefix• Word family• Main clause and subordinate clause• Direct speech• Consonant• Vowel• Consonant letter vowel• Inverted commas [or speech marks]• Noun phrases [expanding]

Link to SPaG progression document	Y3 Sentence structures	Examples
	Simile. A simile creates a picture in the reader's mind. It compares one thing with another, usinglike a.... andas a.....	The huge, green monster chased after the children like a tornado. Although the pirate was as tall as a mountain, he wasn't frightening.
	2 pairs begins with two pairs of related adjectives. Each pair is; <ul style="list-style-type: none"> • followed by a comma • Separated by and 	Exhausted and worried, cold and hungry, they did not know how much further they had to go.
To know what a main and subordinate clause is	NOUN, which, who, where Use commas to embed a clause in a sentence, add information that links with the sentence topic and start the clause with which, who or where .	Snakes, which scare me, are not always poisonous. My pet dog, who only has three legs, loves to chase seagulls. The deserted beach, where the shipwreck was found, can only be reached by sea.
	Double ly ending. The sentence must end in two adverbs which add detail to, and describe how the verb within the sentence is being carried out.	She sang soulfully and emotionally. He exercised vigorously and enthusiastically. They laughed loudly and shrilly.
	Short 1-3 word sentences possibly with an exclamation mark.	Everything failed! The ship exploded!
	_ing, _ed The sentence must begin with a verb ending in "ing" followed by a location of the action.	Dancing in the studio, she watched in the mirror as a ghost appeared. Skipping along the street, he stopped abruptly when a car screeched past.

Year 4

The following should be taught at year 4, ensuring that year 1, 2 and 3 content is secure.	
Punctuation	<ul style="list-style-type: none"> • ? The use of apostrophe to show plural possession e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.) • ??? The use of inverted commas and all other punctuation to indicate direct speech. • The conductor shouted, "Sit down!"
Grammar and Vocabulary	<ul style="list-style-type: none"> • To know noun classifications e.g. proper noun, common noun, abstract noun, collective noun, pronoun. • ??? To know the grammatical difference between the plural and possessive s • ?? Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [e.g. the teacher expanded to; the strict maths teacher with curly hair] • ?????????????????? Use of fronted adverbials e.g. Later that day, I heard the bad news. • ?? Use of paragraphs to organise ideas around a theme • ?? To understand and use Standard English forms instead of local forms e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...'
Grammatical terms that children should know	<ul style="list-style-type: none"> • Determiner • Proper noun, common noun, abstract noun, collective noun, pronoun. • Article • Conjunction • Adverbial • Standard English • Possessive pronoun • Noun phrase [expanding]

Link to SPaG progression document	Y4 Sentence structures	Examples
	<p>Verb, person</p> <p>A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal pronoun [he, she, they, it] followed by the rest of the sentence.</p>	<p>Running, Sarah almost tripped over her own feet.</p> <p>Tiptoeing, he tried to sneak out across the landing without waking anybody up.</p>

	<p>If, if, if, then</p> <p>Summarising a dramatic plot [key plots] at beginning or end of a story in groups of 3. The emphasis is on using a comma after each clause.</p>	<p>If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</p> <p>If Hannibal hadn't been lost, if Rome hadn't won, if Carthage hadn't fallen, then the Mediterranean would be very different today.</p>
The use of commas after fronted adverbials	<p>Emotion word, [comma]</p> <p>Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use [e.g. Afraid, Brave, Cantankerous etc.]</p>	<p>Desperate, she screamed for help. Terrified, he froze instantly to the spot. Happily, she skipped along the gravely path.</p>
	<p>Ad, same ad</p> <p>Same adjective used twice. The second adjective repeated straight after a comma.</p>	<p>He was a fast runner, fast because he needed to be.</p> <p>It was a cold planet, cold due to the distance from the sun.</p>
The use of brackets for extra information	<p>O.[I].</p> <p>Outside: Inside sentences.</p> <p>They are made up of two related sentences. The first sentence tells the reader a character's outward action and the second reveals their true feelings.</p>	<p>Kate ate the cake that was given to her with enthusiasm and delight. [Inside, however she wished she had turned down the offer.]</p> <p>She smiled at the cheeky little boy. [At the same time she was hurt by his tricks.]</p>
	<p>Some; others sentences.</p> <p>Some; others sentences are compound sentences which begin with the word some and have a semi-colon to replace the word but.</p>	<p>Some people love football; others just can't stand it.</p> <p>Some days are full of enjoyment; others begin and end terribly.</p>
	<p>Personification of weather</p> <p>A type of weather; wind. Rain, sun, hail etc</p>	<p>The wind stroked the space shuttle gently before lift off [caring mood]</p> <p>Norman was beaten by the hail [attacked, aggressive mood]</p>

The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.	
Punctuation	<ul style="list-style-type: none"> • The use of brackets for extra information - Outside. [inside] sentence • Using commas and dashes to clarify meaning and avoid ambiguity. Eg A man-eating shark
Grammar and Vocabulary	<ul style="list-style-type: none"> • To use adverbs to indicate a degree of possibility e.g. perhaps, surely. • To use modal verbs to indicate a degree of possibility e.g. might, should, will, must. • To use relative clauses – who, which, where, when, whose, that or an omitted relative pronoun. e.g. That’s the boy <u>who lives near to school</u>. e.g. The prize <u>that I won</u> was a book. <p>To investigate word order in sentences: e.g. which are essential to meaning? e.g. which can be deleted without damaging the meaning? e.g. which words can be moved into a different order?</p> <ul style="list-style-type: none"> • To use the perfect form of verbs to mark relationships of time and clause. • To link ideas across paragraphs using adverbials of time [eg later], place [nearby], numbers [secondly] and tense choices [he had seen her before]. • Devices to build cohesion within a paragraph, eg then , after, that, this, firstly] • Converting nouns or adjectives into verbs using suffixes –ate, -use, -ify • Verb prefixes [dis-, de-, mis-, over- and re-].Please note this is not covered in GH.
Grammatical terms that children should know	<ul style="list-style-type: none"> • Modal verb • Relative clause/ pronoun • Parenthesis • Bracket • Dash • Cohesion • Ambiguity • Expanded noun phrase

Link to SPaG progression document	Y5 Sentence structures	Examples
	De:De Detail or De:De sentence is a *compound sentence in which two independent clauses are separated by a colon *The first clause is descriptive *The second adds further detail	I was exhausted: I hadn’t slept for more than two days.

	<p>Many questions Start with a question and question mark, followed by further words or phrases which pose linked questions. Beware-you don't need to start each phrase with a capital letter!</p>	<p>Where is the treasure? the diamonds? the gold? the rubies? What if she was lost? trapped? captured? murdered?</p>
<p>Uses commas and dashes</p>	<p>3 bad-[dash] question? 3 negative adjectives followed by a dash then a question which relates to the three</p>	<p>Cold, dark, airlessness-which would kill the spaceman first? Greed, jealousy, hatred-which of these is most evil?</p>
	<p>P.C P.C. is short for paired conjunctions. This is when some words need a second</p>	<p>Neither money nor gifts could make him visit the haunted mansion again. It was both cold and unpleasant for him to work there.</p>
	<p>The more, the more This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.</p>	<p>The more angry he became, the more he hammered his fist on the table. Angry is the emotion Hammered his fists is the action relating to the emotion.</p>
	<p>Irony An irony sentence deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</p>	<p>Our 'luxury' hotel turned out to be a farm outbuilding. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.</p>
	<p>Imagine 3 examples Sentence begins with: The word imagine The describes three parts of something The first two parts are separated by commas The third ends with a colon</p>	<p>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</p>
	<p>3_ed A 3_ed sentence starts with three adjectives, that end in _ed and describe emotions. The _ed words MUST be followed by commas.</p>	<p>Confused, shocked, scared, the children ran from the burning building! Excited, elated, thrilled, she won the dance competition.</p>

Year 6

The following should be taught at year 6, ensuring that all other year groups content is secured.	
Punctuation	<ul style="list-style-type: none"> • Using hyphens to clarify meaning and avoid ambiguity. e.g. recover versus re-cover. • To use semi colons, colons and dash to mark the boundary between independent clauses. • Punctuation of bullet points to list information • To use ellipsis effectively in writing • Use of colon to introduce a list and semi colon within a list.
Grammar and Vocabulary	<ul style="list-style-type: none"> • The difference between informal and formal language. e.g. find out – discover, ask for – request, go in – enter • The difference between informal and formal language in writing. e.g. Informal question tags – He’s your friend, isn’t he? e.g. Formal subjunctive forms – If I were..., Were they to come... [not taught through GH] • To investigate how words are related by meaning as synonyms and antonyms. • The use of the active and passive to affect the presentation of information in a sentence Eg I broke the window as opposed to the window was broken. • To use a wider range of cohesive devices e.g. adverbials such as on the other hand, in contrast and repetition of words or phrases and ellipsis. • To have a thorough understanding of sentence structures. Able to use headings, sub headings, columns, bullets and tables.
Grammatical terms that children should know	<ul style="list-style-type: none"> • Subject and object • Active and passive voice • Synonym and antonym • Ellipsis • Hyphen • Colon • Semi colon

Link to SPaG progression document	Y6 Sentence structures	Examples
Y6 is revision of the above sentence structures		

English Appendix 3: Phonics/Read Write Inc.

At Edleston Primary it is important for us to ensure children become successful, fluent readers by the end of Key Stage 1. We do this through a combination of high quality phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture. We use Read Write Inc phonics planning in early years and Key Stage 1, to ensure a consistent approach to the teaching of phonics. Read Write Inc Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step by step.

Children learn the English alphabetic code: first they learn one way to read the 44 sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Phonics books are closely matched to their increasing knowledge of phonics and “tricky” words and, as children re-read the stories, their fluency increases. Reading books are closely connected to the phonic knowledge that children are taught while they are learning to read.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie. unskilled reader) when they start school.

We believe that phonics teaching should be systematic, discrete, practical and engaging. The school follows the systematic approach laid out by Read Write Inc. Discrete RWI lessons take place across Foundation stage and Key Stage 1 every day. Children are taught in ability groups. As children progress at different rates the groups are changed when appropriate. The order of sounds and the RWI levels are set out in this appendix.

Assessment

RWI assessments are used to inform us about groupings and progress.

In Year 1 children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence. Those children who do not pass the phonics screening check receive additional intervention before completing the check in year 2. For children who do not succeed a second time, provision is made for them through interventions in KS2. Children in year 3, who have not yet met the expected standard, are tested termly to monitor progress and attainment. The RWI leader is responsible for organising RWI assessments. The class teacher is responsible for organising the phonics screening test.

Feedback

Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child’s progress and achievement at parents evening. Assessment information is also passed on to the next teacher as part of transition between year groups and phases.

Inclusion

We ensure that all children have equal access to the curriculum by setting out suitable learning objectives and responding to the variety of learning styles and needs.

Progression through Read Write Inc Programme	
Group A Set 1 Sounds	The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words
Group B Set 1 Sounds	The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds.
Group C Set 1	Sounds The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.
Ditty Group	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty
Red Group	The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books. In Reception the lesson follows the format for the previous Ditty Group because the lesson is shorter. In Key Stage 1 groups the lesson will also include 'Speedy Green Words', 'Questions to Talk About', a second read of the Ditty and 'Complete a Sentence' in addition to 'Hold a Sentence'
Green Group	The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write
Purple Group	The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.
Pink Group	The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group. Writing activities also involve composing descriptive sentences, questions and responses and commands

Orange Group	The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description
Yellow Group	The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson extends to five days. In addition to the previous activities (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words, culminating in a Spell Check and Spell Test at the end of the week. Grammar: verbs, apostrophe, past tense (suffixes and adjectives) prefix –un, plurals using suffixes, joining words and clauses, compound words, adjectives, nouns, past tense statements Writing: sequenced narrative, poster, writing in role, short play, advertisement, leaflet, instructions
Blue Group	The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words Writing: newspaper report, writing in role, letter, invitation, poem, journey description, instructions, persuasive poster
Grey Group	The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: co-ordination (or, and, but), progressive in past tense, commands, nouns, apostrophe (possessive), progressive in past and present tense, adverbs, suffixes (ful less), subordination (when if that because), adjectives, verbs, commands and statements, noun phrases Writing: informative poster, writing in role, instructions, list, recount, fact file, questions and answers
English Group	The children are able to read most alien words and all words (Set 2/3 multi-syllabic) speedily (no Fred Talk) They can read a text at 100+ words per minute

Read Write Inc. is a widely used and highly successful phonics programme. It provides a lively and systematic approach to teaching synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) and at the same time developing handwriting and spelling skills (encoding).

Children should have completed purple by the end of Reception, at the end of year one they should have completed blue [ready to start grey] and have completed Read Writer Inc. by the end of term one in year two. We have a fluid approach to groupings, children move up when they are ready and are assessed by one of the RWI TA's. Some children in KS2 take part if they are new to the country and have no/little English. Children who have reached the end of the RWI programme follow the National Curriculum for reading and writing in their own class.

Alongside the RWI programme for reading we use Jelly and Bean initially in reception, and for the rest of the school the books are book banded so that children can choose texts appropriate to their level of reading and understanding. Additionally. For those KS1 on RWI, at the end of each week the RWI books studied in class are sent home to consolidate their learning.

