



***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.)

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

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	
	<p>The <i>Read Write Inc.</i> Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <p>The sounds are taught in this order:</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 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. <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, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’.</p>	

<p><i>'Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.'</i></p>	<p>Throughout</p> <p>Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards (see <i>Read Write Inc. Phonics Online</i>) in the Speed Sounds Lessons.</p>	
<p><i>'Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'</i></p>	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).</p>	
<p><i>'Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.'</i></p>	<p>Throughout</p>	
<p><i>'Read other words of more than one syllable that contain taught GPCs.'</i></p>	<p>Throughout. Children read multi-syllabic words from Green Level onwards.</p>	
<p><i>'Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).'</i></p>	<p>Throughout</p>	
<p><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></p>	<p>Throughout. The Storybooks follow a careful progression to ensure that children never try to read a book that is beyond their phonic knowledge.</p>	
<p><i>'Re-read these books to build up their fluency and confidence in word reading.'</i></p>	<p>Throughout. Children read each book three times, focusing on decoding, then speed, then fluency.</p>	
<p>Reading – comprehension <i>Pupils should be taught to:</i></p>		
<p><i>'Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> • <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> 	<p>Storytime and Poetry Time sessions – see <i>Read Write Inc. Phonics Online</i>.</p> <ul style="list-style-type: none"> • 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 	

	<p>a session and there are accompanying teaching notes with activities.</p> <ul style="list-style-type: none"> • These give children access to fiction and poetry at a level beyond that at which they can read independently. 	
<ul style="list-style-type: none"> • <i>Being encouraged to link what they read or hear read to their own experiences.</i> 	See 'What's the message' in Storytime.	
<ul style="list-style-type: none"> • <i>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i> 	Throughout, in particular Storytime.	
<ul style="list-style-type: none"> • <i>Recognising and joining in with predictable phrases.</i> 	Throughout, in particular Storytime and Poetry Time.	
<ul style="list-style-type: none"> • <i>Learning to appreciate rhymes and poems, and to recite some by heart.</i> 	See Poetry Time.	
<ul style="list-style-type: none"> • <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.	
<p>'Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i> 	Throughout	
<ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i> 	Throughout	
<ul style="list-style-type: none"> • <i>Discussing the significance of the title and events.</i> 	Throughout, particularly the Think About the Story activity.	Throughout
<ul style="list-style-type: none"> • <i>Making inferences on the basis of what is being said and done.</i> 	Throughout	
<ul style="list-style-type: none"> • <i>Predicting what might happen on the basis of what has been read so far.'</i> 	Throughout	

<p><i>'Participate in discussion about what is read to them, taking turns and listening to what others say.'</i></p>	<p>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.</p>
<p><i>'Explain clearly their understanding of what is read to them.'</i></p>	<p>Throughout</p>
<p>Writing – transcription <i>Pupils should be taught to:</i></p>	
<p><i>'Spell:</i></p> <ul style="list-style-type: none"> • <i>Words containing each of the 40+ phonemes already taught</i> 	<p>The <i>Read Write Inc.</i> Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <p>The sounds are taught in this order:</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 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. <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, e.g. 'ph' is not taught using a sound card but as an alternative to the more common</p>

		spelling 'f'.
<ul style="list-style-type: none"> Common exception words 	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).</p> <p>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.</p>	
<ul style="list-style-type: none"> The days of the week.' 		Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i> .
<p>'Name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.' 	Pink and Orange Levels	Yellow Level
'Add prefixes and suffixes:	Children's awareness of prefixes and suffixes is	

<ul style="list-style-type: none"> • <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> 	<p>developed in the Storybook activities for each book and in particular in the Grammar and Spelling activities.</p>	
<p><i>‘Apply simple spelling rules and guidance as listed in English Appendix 1.’</i></p>	<p>See Appendix 1: Spelling Year 1 below.</p>	
<p><i>‘Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.’</i></p>		
<p>Writing – handwriting <i>Pupils should be taught to:</i></p>		
<p><i>‘Sit correctly at a table, holding a pencil comfortably and correctly.’</i></p>		<p>Children practise handwriting at each stage of learning to write.</p>
<p><i>‘Begin to form lower-case letters in the correct direction, starting and finishing in the right place.’</i></p>		
<p><i>‘Form capital letters.’</i></p>		
<p><i>‘Form digits 0-9.’</i></p>		
<p><i>‘Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.’</i></p>		
<p>Writing – composition <i>Pupils should be taught to:</i></p>		
<p><i>‘Write sentences by:</i></p> <ul style="list-style-type: none"> • <i>Saying out loud what they are going to write about.</i> 		

<ul style="list-style-type: none"> • <i>Composing a sentence orally before writing it.</i> 		Children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.
<ul style="list-style-type: none"> • <i>Sequencing sentences to form short narratives.</i> 		Children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.
<ul style="list-style-type: none"> • <i>Re-reading what they have written to check that it makes sense.'</i> 		Children are taught to proof read during writing activities by their teacher.
<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> <ul style="list-style-type: none"> • <i>Leaving spaces between words.</i> 	Children witness this in all the fiction and non-fiction books in the programme.	
<ul style="list-style-type: none"> • <i>Joining words and clauses using 'and'.</i> 		

<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 		Throughout. Children are given prompts to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks.
<ul style="list-style-type: none"> 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'. Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i> .
<ul style="list-style-type: none"> 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)	Read Write Inc. Phonics - reading	Read Write Inc. Phonics - writing	Read Write Inc. 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 Online</i>).	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		Quick check: Pre-programme Activity 5 question 4 If you feel children need further

<i>person singular of verbs)</i>				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		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	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 Online</i>).	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 Online</i>).	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 Online</i>).	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.		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.		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).		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.	Children will 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.	Children will 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>]		Children will 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.	
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.	

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.	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.
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.	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.