



National Curriculum Coverage in Word Reading through Read Write Inc Phonics

Statutory Framework for the Early Years Foundation Stage – ELGs Read Write Inc. Phonics and the Statutory Framework for the Early Years Foundation Stage (including Year R) 2021	EYFS	National Curriculum English Programmes of study: Year 1 & Year 2	Key Stage 1 Read Write Inc. Phonics is closely matched to the National Curriculum in England 2014 Year 1 (This grid is also used for children who need to catch up in Years 2–4.)
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by soundblending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons. • The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. • 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 / r j v y w / z x sh th ch qu ng nk • Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties. • When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons. • Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy • Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception. • Children will go on to learn alternative spellings (Set 3) in Year 1. • Children are taught to sound-blend from the very beginning, initially orally using 'Fred Talk'. Once children know the first few sounds, they will use the Speed 	<p>'Apply phonic knowledge and skills as the route to decode words.'</p> <p>'Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent'</p>	<ul style="list-style-type: none"> • Throughout

	<p>Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words.</p> <ul style="list-style-type: none"> • Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). • Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence. • Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards. 		
		<p>'Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.'</p> <p>'Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes'</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. • The Speed Sounds are taught using cards and are the key focus sounds. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the class Complex Speed Sound Chart.
		<p>'Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.'</p> <p>'Read accurately words of two or more syllables that contain the same graphemes as above'</p>	<ul style="list-style-type: none"> • Throughout • Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards in the Speed Sounds Lessons.

		'Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'	<ul style="list-style-type: none"> • Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). • 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.
		'Read words containing taught GPCs and –s, –es, –ing, – ed, –er and –est endings.'	<ul style="list-style-type: none"> • Throughout
		Read other words of more than one syllable that contain taught GPCs.'	<ul style="list-style-type: none"> • Throughout. • Children read multi-syllabic words from Green Level onwards.
		'Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).'	<ul style="list-style-type: none"> • Throughout.
		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.'	<ul style="list-style-type: none"> • Throughout. • The Storybooks follow a careful progression to ensure that children never try to read a book that is beyond their phonic knowledge.
		'Re-read these books to build up their fluency and confidence in word reading.'	<ul style="list-style-type: none"> • Throughout. • Children read each book three times, focusing on decoding, then speed, then fluency.