***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] ***Pupils should be taught to:***	**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.**	
'Listen and respond appropriately to adults and their peers.'	Throughout	
'Ask relevant questions to extend their understanding and knowledge.'	Throughout	
'Use relevant strategies to build their vocabulary.'	Throughout	
'Articulate and justify answers, arguments and opinions.'	Throughout	
'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'	Throughout	
'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'	Throughout	
'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'	Throughout	
'Speak audibly and fluently with an increasing command of Standard English.'	Throughout	
'Participate in discussions, presentations, performances, role play, improvisations and debates.'	Throughout	
'Gain, maintain and monitor the interest of the listener(s).'	Throughout	
'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'	Throughout	
'Select and use appropriate registers for effective communication.'	Throughout	

National Curriculum English programmes of study: Year 1

National Curriculum English programmes of study: Year 1	*Read Write Inc. Phonics* – reading	*Read Write Inc. Phonics* – writing
Reading – word reading ***Pupils should be taught to:***	**All the skills below are covered through the reading of the carefully-led fiction and non-fiction books in the programme.**	
'Apply phonic knowledge and skills as the route to decode words.'	Throughout	
'Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.'	Throughout The *Read Write Inc.* Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: * 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 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'.	

'Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.'	Throughout Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards (see *Read Write Inc. Phonics* Online) in the Speed Sounds Lessons.	
'Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'	The majority of the 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.'	Throughout	
'Read other words of more than one syllable that contain taught GPCs.'	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).'	Throughout	See Grammar activities for Yellow Storybook 2 *Off sick* and Blue Storybook 9 *A box full of light.*
'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.'	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.'	Throughout. Children read each book three times, focusing on decoding, then speed, then fluency.	
Reading – comprehension ***Pupils should be taught to:***		
'Develop pleasure in reading, motivation to read, vocabulary and understanding by: • *Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.*	Storytime and Poetry Time sessions – see *Read Write Inc. Phonics* Online. • 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	

	a session and there are accompanying teaching notes with activities. • These give children access to fiction and poetry at a level beyond that at which they can read independently.	
• *Being encouraged to link what they read or hear read to their own experiences.*	See 'What's the message' in Storytime.	In Step 1 of each Write About, the teacher links an aspect of the story to their own experience, then asks the child to do the same.
• *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*.	Throughout, in particular Storytime.	
• *Recognising and joining in with predictable phrases.*	Throughout, in particular Storytime and Poetry Time.	
• *Learning to appreciate rhymes and poems, and to recite some by heart.*	See Poetry Time.	
• *Discussing word meanings, linking new meanings to those already known.'*	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.	See Vocabulary activities in the *Get Writing!* Books Yellow–Grey Levels.
'Understand both the books they can already read accurately and fluently and those they listen to by: • *Drawing on what they already know or on background information and vocabulary provided by the teacher.*	Throughout	
• *Checking that the text makes sense to them as they read and correcting inaccurate reading.*	Throughout	
• *Discussing the significance of the title and events.*	Throughout, particularly the Think About the Story activity.	Throughout
• *Making inferences on the basis of what is being said and done.*	Throughout	
• *Predicting what might happen on the basis of what has been read so far.'*	Throughout	

'Participate in discussion about what is read to them, taking turns and listening to what others say.'	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.	
'Explain clearly their understanding of what is read to them.'	Throughout	
Writing – transcription ***Pupils should be taught to:***		
'Spell: • *Words containing each of the 40+ phonemes already taught*		The *Read Write Inc.* Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: * 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 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'. The key spelling transcription activities are: - Red Rhythms – spelling Red Words (Yellow–Grey Levels) - Fred Fingers – spelling Green Words - Hold a Sentence 1 and 2 - Build a Sentence (writing in Yellow–Grey Levels only) - Spell Check (Yellow–Grey Levels) - Spell Test (Yellow–Grey Levels) - Write About Pupils check spelling in: - Proofread - Partner Proofread (Yellow–Grey Levels)
• *Common exception words*	The majority of the 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.	
• *The days of the week.'*		Days of the week taught as part of weekly activities in *Read Write Inc.* Spelling.
'Name the letters of the alphabet: • *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	See Grammar activities for Yellow

• *using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs* • *using the prefix un–* • *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].'*	developed in the Storybook activities for each book and in particular in the Grammar and Spelling activities.	Storybook 5 *Robin Hood*; Yellow Storybook 4 *The gingerbread man*; Yellow Storybook 6 *Lost*. Throughout, children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
'Apply simple spelling rules and guidance as listed in English Appendix 1.'	See Appendix 1: Spelling Year 1 below.	
'Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.'		This skill is developed through the Hold a sentence activity introduced at the beginning of the programme and practised throughout.
Writing – handwriting ***Pupils should be taught to:***		
'Sit correctly at a table, holding a pencil comfortably and correctly.'		Children practise handwriting at each stage of learning to write. Guidance on teaching handwriting is provided in *Read Write Inc. Phonics Handbook 1* and *Handbook 2* and on *Read Write Inc. Phonics* Online.
'Begin to form lower-case letters in the correct direction, starting and finishing in the right place.'		
'Form capital letters.'		
'Form digits 0-9.'		
'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'		
Writing – composition ***Pupils should be taught to:***		
'Write sentences by: • *Saying out loud what they are going to write about.*		In Step 3 of each Write About, children discuss answers to the questions both as a group and with their partner to generate a variety of responses.

• *Composing a sentence orally before writing it.*		Children practise composing a sentence orally in the Build a Sentence activity. Then, in Step 4 of each Write About, the teacher models how to turn one of the child's ideas into a sentence by saying it out loud before they write it down. The teacher then asks children to follow the same process to write their own sentence.
• *Sequencing sentences to form short narratives.*		In Step 6 of each Write About, children repeat the process of orally composing then writing each sentence in order to build up a sequence of connected sentences.
• *Re-reading what they have written to check that it makes sense.'*		In the Partner Proofread activity, children work together to evaluate each other's writing compositions, checking for common errors in spelling or punctuation.
'Discuss what they have written with the teacher and other pupils.'		Throughout
'Read aloud their writing clearly enough to be heard by their peers and the teacher.'		Throughout
Writing – vocabulary, grammar and punctuation ***Pupils should be taught to:***		
'Develop their understanding of the concepts set out in English Appendix 2 by: • *Leaving spaces between words.*	Children witness this in all the fiction and non-fiction books in the programme.	Children are instructed to use 'finger gaps' in all writing activities, and are given prompts in the *Get Writing!* Books to check that they are using these.
• *Joining words and clauses using 'and'.*		Throughout, and see Grammar activity for Yellow Storybook 7 *Do we have to keep it?*

• *Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.*		Throughout. Children are given prompts in the *Get Writing!* Books to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks. In particular, see Grammar activity for Yellow Non-fiction 5 *A mouse in the house*.
• *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 *My dog Ned.* 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'. See Grammar activity for Yellow Storybook 3 *Tom Thumb*. Days of the week taught as part of weekly activities in *Read Write Inc.* Spelling.
• *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** The Read Write Inc. Spelling programme covers Years 2–6, but provides activities to assess and revise the Year 1 content of English Appendix 1: Spelling.
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	*off, well, miss, buzz, back*	Taught as alternatives to Set 1 Sounds as part of the Storybook activity; ck practised using Additional Speed Sound Cards (*Read Write Inc. Phonics* Online).	Throughout	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck
The /ŋ / sound spelt n before k (bank, sunk)	*bank, think, honk, sunk*	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
Division of words into syllables		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).
-tch	*catch, fetch, kitchen, notch, hutch (rich, which, much, such)*	Taught as an alternative to Set 1 ch as part of the Storybook activities.	Throughout	Quick recap: Pre-programme Activity 2 catch
The /v/ sound at the end of words	*have, live, give*	Taught as an alternative to Set 1 v as part of the Storybook activities.	Throughout	Quick recap: Pre-programme Activity 2 give
Adding s and es to words (plural of nouns and the third	*cats, dogs, spends, rocks, thanks, catches*	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 6 *Lost*.	Quick check: Pre-programme Activity 5 question 4 If you feel children need further

person singular of verbs)			Children will also use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.	practice, work through Pre-programme Special focus 4 and special focus 5 (available online).
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	*hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper*	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 *The gingerbread man*. 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 7 and Special focus 8 (available online).
Adding –er and –est to adjectives where no change is needed to the root word	*grander, grandest, fresher, freshest, quicker, quickest*	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 *The gingerbread man*. 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).
ai, oi	*rain, wait, train, paid, afraid, oil, join, coin, point, soil*	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 train spoil
ay, oy	*day, play, say, way, stay boy, toy, enjoy, annoy*	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 day boy
a-e	*made, came, same, take, safe*	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 make
e-e	*these, theme, complete*	Practised using Additional Speed Sound Cards (*Read Write Inc. Phonics* Online).		Quick recap: Pre-programme Activity 2 theme
i-e	*five, ride, like, time, side*	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 kite
o-e	*home, those, woke, hope, hole*	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 smoke

u-e	*June, rule, rude, use, tube, tune*	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 rude
ar	*car, start, park, arm, garden*	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 car
ee	*see, tree, green, meet, week*	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 see
ea (/iː/)	*sea, dream, meat, each, read (present tense)*	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 dream
ea (/ɛ/)	*head, bread, meant, instead, read (past tense)*	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 head
er (/ɜː/)	*(stressed sound): her, term, verb, person*	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 verb
er (/ə/)	*(unstressed schwa sound): better, under, summer, winter, sister*	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.		
ir	*girl, bird, shirt, first, third*	Speed Sounds Set 2	Blue and Grey Level	Quick recap: Pre-programme Activity 2 whirl
ur	*turn, hurt, church, burst, Thursday*	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 burn
oo (/uː/)	*food, pool, moon, zoo, soon*	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 zoo
oo (/ʊ/)	*book, took, foot, wood, good*	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 look
oa	*boat, coat, road, coach, goal*	Speed Sounds Set 3	Grey Level onwards	Quick recap: Pre-programme Activity 2 boat
oe	*toe, goes*	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
ou	*out, about, mouth, around, sound*	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 shout
ow (/aʊ/)	*now, how, brown, down, town*	ow (brown) – Speed Sounds Set 3;	Pink Level onwards for Set 2 ow;	Quick recap: Pre-programme Activity 2 blow, brown, blue,

ow (/əʊ/) *ue* *ew*	*own, blow, snow, grow, show* *blue, clue, true, rescue, Tuesday* *new, few, grew, flew, drew, threw*	ow (snow) – Speed Sounds Set 2; ue taught as an alternative to Speed Sounds Set 3 ew and practised using Additional Speed Sound Cards (*Read Write Inc. Phonics* Online).	Yellow Level onwards for Set 3 ow, ew and alternative ue.	chew
ie (/aɪ/)	*lie, tie, pie, cried, tried, dried*	Practised using Additional Speed Sound Cards (*Read Write Inc. Phonics* Online).	Blue Level onwards	Quick recap: Pre-programme Activity 2 tie
ie (/i:/)	*chief, field, thief*	Taught as an alternative to Set 2 ee.	Blue and Grey Level	Quick recap: Pre-programme Activity 2 chief
igh	*high, night, light, bright, right*	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 high
or	*for, short, born, horse, morning*	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme. Activity 2 for
ore	*more, score, before, wore, shore*	Taught as an alternative to Set 2 as part of the Storybook activities.	Yellow Level onwards	Quick recap: Pre-programme Activity 2 snore
aw	*saw, draw, yawn, crawl*	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 law
au	*author, August, dinosaur, astronaut*	Taught as an alternative to Set 3 aw as part of the Storybook activities and practised using Additional Speed Sound Cards (*Read Write Inc. Phonics* Online).	Grey Level onwards	Quick recap: Pre-programme Activity 2 author
air	*air, fair, pair, hair, chair*	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 fair given as example
ear	*dear, hear, beard, near, year*	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 ear given as example
ear (/ɛə/)	*bear, pear, wear*			Quick recap: Pre-programme Activity 2 bear
are (/ɛə/)	*bare, dare, care, share, scared*	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 care
Words ending –y	*very, happy, funny, party,*	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme

(/iː/ or /ɪ/)	*family*			Activity 2 happy
New consonant spellings ph and wh	*dolphin, alphabet, phonics, elephant when, where, which, wheel, while*	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
Using k for the /k/ sound	*Kent, sketch, kit, skin, frisky*	k taught as an alternative sound for Speed Sound Set 1 ch.	Throughout	Quick recap: Pre-programme Activity 2 ski
Adding the prefix -un	*unhappy, undo, unload, unfair, unlock*	Not explicitly taught.	See Grammar activity for Yellow Storybook 5 *Robin Hood*.	Quick check: Pre-programme Activity 5, question 3 If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
Compound words	*football, playground, farmyard, bedroom, blackberry*	Not explicitly taught.	Covered in the Vocabulary activity in Yellow Storybook 8 *Danny and the Bump-a-lump* and the Grammar activity in Blue Non-fiction 4 *At the seaside*.	Quick check: Pre-programme Activity 5, question 1 If you feel children need further practice, work through Pre-programme Special focus 1 (available online).
Common exception words	*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*	The majority of the 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.		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, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun	Throughout fiction and non-fiction.	See Grammar activity for Yellow Storybook 6 *Lost*. Children will also 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. *helping*, *helped*, *helper*)	Throughout fiction and non-fiction.	See Grammar activity for Yellow Storybook 4 *The gingerbread man*. Children will also 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, *unkind*, or *undoing*: *untie the boat*]		See Grammar activity for Yellow Storybook 5 *Robin Hood*. Children will also 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.	From early preparation of linking words into phrases in the *Get Writing! Red Ditty Books*, children develop their knowledge and ability to combine words to make sentences.
Joining **words** and joining **clauses** using *and*	From Green Storybooks onwards, children are familiarised with how the word 'and' can be used to join words and clauses.	See Grammar activity for Yellow Storybook 7 *Do we have to keep it?*

		From *Get Writing! Green* Books onwards, children are encouraged to use 'and' to combine words and clauses (though not too frequently!).
Text		
Sequencing **sentences** to form short narratives	From Green Storybooks onwards, children read short narratives made up of sequenced sentences.	From *Get Writing! Purple* Books onwards, children practise forming short narratives by writing sequenced sentences.
Punctuation		
Separation of **words** with spaces	Children witness this in all the fiction and non-fiction books in the programme.	Children are instructed to use 'finger gaps' in all writing activities, and are given prompts in the *Get Writing!* Books to check that they are using these.
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.	See Grammar activities for Yellow Storybook 8 *Danny and the Bump-a-lump* and Yellow Non-fiction 5 *A mouse in the house*. 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. Children are given prompts in the *Get Writing!* Books to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks.
Capital letters for names and for the personal **pronoun** 'I'	Capital letters for names introduced in Green Storybook 1 *My dog Ned.* The pronoun 'I' is used in the Red Ditty Books.	See Grammar activity for Yellow Storybook 3 *Tom Thumb*. 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.	These terms are explained in the Grammar activities in Yellow–Grey Levels. Children's understanding of them is tested in the Grammar activities in the *Yellow–Grey Get Writing!* Books.