



The teaching of reading at Redwell Primary School





At Redwell Primary School we follow the Read, Write Inc scheme.

- At the heart of Read Write Inc. Phonics is the systematic teaching of all the common sounds in the English language (RWI calls these the Speed Sounds).
- Children are taught to recognise the sounds and to put them together ('sound blend' them) into words for reading.
- Children are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.





- When teaching the letter sounds, it is important to remember to keep them very 'pure', to help with sound-blending later on.
- Read Write Inc. introduces the simple Speed Sounds (one sound, one grapheme) with Speed Sounds Set 1 and Set 2. They then learn more ways of writing the same sounds with the complex Speed Sounds Set 3.
- Children are taught letter **names** before moving on to Speed Sounds Set 3.
- Once children know the first set of Speed Sounds, they are ready to read the first Storybooks.





How is RWI delivered?

- Phonics lessons happen three times per week and last for 30 minutes.
- During this time, your child will learn new sounds and the corresponding graphemes.
- The children will also recap any sounds that have been previously taught.
- Children are assessed every 6 weeks and placed in groups according to their needs.
- RWI targets children from EYFS to Year 4 and they work in mixed year groups.





A typical RWI lesson

- Speed sound chart- see planners
- Mnemonics for letters– sheet will be sent electronically to you
- Set 2 and 3 sound cards have rhymes which help the children to remember them.





- Red and Green words help with blending and reading new sounds taught in context of words.
- We also teach pseudo words as the children need to be able to read sounds in a range of words.
- Fred sounds out the word and the children blend it.





- After children learn some sounds they begin to use Ditties and then books-guided reading sessions encourage use of new sounds taught and understanding of their reading through comprehension questions.





How you can help your child read at home.

- Refer to Speed Sound charts in planners with your child and practice sounds learned so far.
- Remember 'Pure' sounds when practising.
- Use these sounds when sounding out and blending words in your child's reading book.
- Remember to talk about the story with your child after they have read to you.
- You can use the questions and prompts in planners to guide you.





Useful websites to use at home.

- <http://www.ruthmiskin.com/en/parents/> - useful information and videos.
- www.phonicsplay.co.uk – This is useful to practice blending, particularly with pseudo words. It does refer to phases 1-6, which isn't used in RWI but it has fun games to play.

Grammar Expectations

THE GRAMMAR CURRICULUM.

The new National Curriculum will be in place from September 2014. It will include new explicit Grammar teaching for all children from Years 1-6.

The statutory terms that will be taught in each year group are outlined below. Please also see the attached glossary for explanations of these and other common grammatical terms.

More detailed information will be available in the Curriculum bulletins and at the Parents meetings scheduled for September 16th – 18th 2014.

Year	Terminology taught	Year	Terminology taught	Year	Terminology taught
Year 1	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark 	Year 2	<ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective • Adverb • Verb • Tense (past, present) • Apostrophe • Comma 	Year 3	<ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Consonant • Letter • Vowel • Inverted commas (or 'speech marks')
Year 4	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive • Pronoun • Adverbial 	Year 5	<ul style="list-style-type: none"> • Modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity 	Year 6	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points

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- New GPS SATs Test for Year 2



Example questions from the GPS SATs Test for Year 2

- 3** Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.



Example questions from the GPS SATs Test for Year 2

6 What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

Spelling Expectations – Year 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest



Spelling Expectations – Year 1

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Spelling Expectations – Year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ ('hɒt') sound after w and qu.	want, watch, wander, quantity, squash
The /s:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure,
The suffixes -ment, -ness, -ful, -less and -ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Spelling Expectations – Year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /ei/ sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children^s, 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.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

Example questions from the Spelling SATs Test for Year 2

Spelling 8: The word is **thanked**.

I **thanked** my friend for her help.

The word is **thanked**.

Spelling 9: The word is **Saturday**.

We are going on holiday on **Saturday**.

The word is **Saturday**.

Spelling 10: The word is **sweets**.

I am not allowed to eat too many **sweets**.

The word is **sweets**.

Spelling 11: The word is **baking**.

My grandad was **baking** a cake.

The word is **baking**.

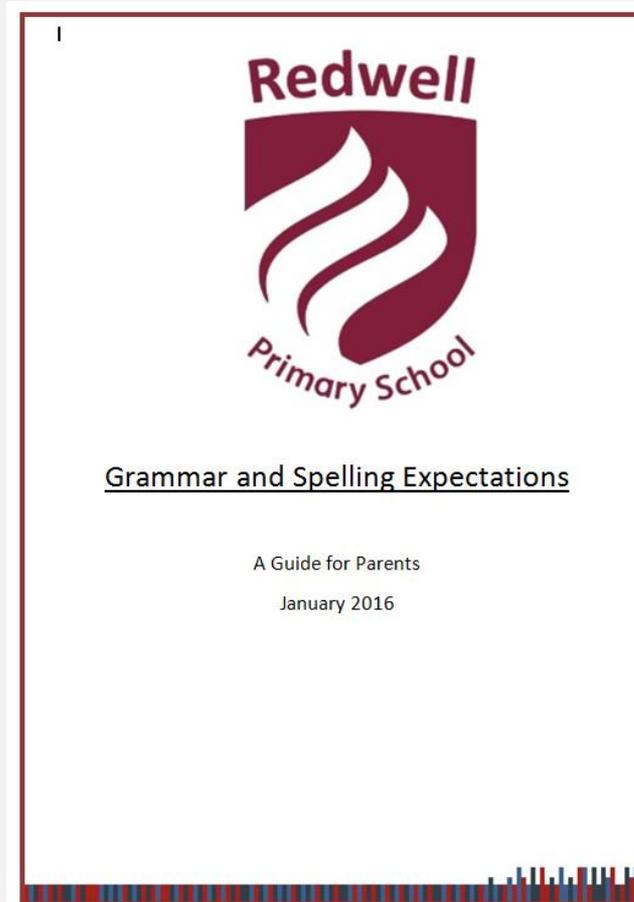
Spelling 12: The word is **knew**.

The children **knew** all of the words.

The word is **knew**.



RPS Spelling & Grammar Guidance and Expectations



<http://www.redwellschools.info/pages/home/index.php>