



## Maryland EYFS and KS1 English progression through the Read Write Inc. programme

RWI stage	Spelling patterns	Content	Focus red words	Writing/SPAG
<b>Learning set 1 sounds</b>		The children hear the sound and see the corresponding letter. Each letter has a picture and phrase associated with it (mnemonic) which helps the children remember the sound and also supports later letter formation.		
<b>Oral blending</b>		Children verbally hear a word broken up into sound talk, e.g. the word 'sat' split up as 's-a-t', and children are able to mix the sounds together to make the word 'sat'. A puppet (called Fred) is used as "he only talks in sounds" so the children work out what word he is saying. This is called 'Fred Talk'.		Children are taught the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter, such as 'around the apple, down the leaf' for a. The correct pencil grip and sitting position to write is modelled to the children.
<b>Assisted blending for reading</b>	Blending consonant – vowel – consonant (CVC) words such as mat, dig, pan etc.	Using magnetic boards to construct words and read the first set of green words. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends' (digraphs - two letters that make one sound, such as sh or ch)..		Children write simple words using 'Fred Fingers' to assist them (children put the sounds of the word onto their fingers using fred talk). Handwriting is practised daily to support correct letter formation.
<b>Paper ditties</b>	CVC words including th, sh, ch (digraphs) such as shop, chip etc.	The children should know 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 Friend's sh ch th qu ng nk qu. Children use their phonic knowledge to read a simple caption.		Children write a simple phrase or caption related to the ditty they have read.
<b>Red ditty books</b>	CVC and CVCC words including th, sh, ch Words beginning	The children use their phonic knowledge to read simple regular set 1 words and make phonetically plausible attempts at longer and more complex words. They are now able to use the same skills to read nonsense words.	I the of my he put for to, me, go, baby	Children write daily spellings and handwriting. 'Hold a sentence' is introduced, where children are told a sentence, repeat it orally and write



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	with sp, fl, sl, cr, dr Word endings -ss, -ck, -nk, -ve	Red words are also introduced. They also learn to read more words containing 'special friends' and words that contain 4 sounds. The children read the short stories (ditties) to their partners.		using correct punctuation and spelling.
<b>Green books</b>	Short vowels Consonants th, sh, ch Double consonants ff ll Final consonants -ng, -ck, -nk -tch	Lessons involve reviewing set 1 sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught. 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 red words speedily. They will answer questions about the story (reading comprehension) and practise building sentences orally. They read the story three times with the focus on building intonation and fluency.	I of my to the no me your you said he are be put	In addition to 'Hold a Sentence', they also learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors. They also write simple sentences related to the story book (build a sentence). These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions
<b>Purple books</b>	Short vowels Consonants th, sh, ch Double consonants, tt, ll, ff, ss, zz Final consonants -ck, -nk, -ng, Initial blends tr, st, bl, sp, sw, bl, fr, fl, cr, spl	The children are able to read most words speedily. Content is the same three day format and reading activities as detailed for the green books. They continue to learn set 2 sounds and read the corresponding green words. Their bank of red words which they can read speedily increases.	I of my to the no me your you said he are go baby paint	In addition to the above, children are able to write down their own ideas. As a group or in partners, they try out different sentences together, drawing on new vocabulary and phrases from the storybook they've just read. They practise saying their sentences out loud first so they don't forget their ideas while they're writing.
<b>Pink books</b>	Double consonants tt, ll, ff, mm, pp, Final consonants -ve, -ng, -nk, -ck, -tch long vowels: ay, ee, igh, ow, oo, ar, ow, oy root word with -ing, -ed, -s syllables	The Story Book Lessons follow the same three day format and reading activities as detailed for the green books. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk). The children use syntax and context to self-correct when reading for accuracy and meaning. They read longer words including two- and three-syllable words	I of all my to like the no I've me your want you said call he are we go baby be her so she some there washing	Writing activities also involve composing descriptive sentences, questions, responses and commands.



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<b>Orange books</b>	Long vowels ay, ee, igh, ow, ue, oo, ar, ou, oy or, air, ir, root word with -ing, -ed, -s	The Story Book Lessons follow the same three day format and reading activities as detailed for the green books. 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. The children use syntax, context and word structure when reading for meaning and use knowledge of word structure to support reading, including polysyllabic words.	I of my to the no me your you said he are go baby her so some there what they old do all call like we I've be want she was should would	Writing such as descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description.
<b>Yellow books</b>	Long vowel sounds ay, ee, igh, ow, oo compound words syllables such as football, popcorn etc.	The Story Book Lesson extends to five days. The children are able to read nonsense words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk). The children are able to read set 3 words, using fred talk if needed for more complex words. Focus on fluency and expression when reading the books.	I of my to the no me your you said he are go baby her so some there what they old do all call like we I've be want she was one saw watch school small by wall there who tall call brother I'm I've their any fall were	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 activities include: sequenced narrative, poster, writing in role, short play, advertisement, leaflet, instructions.
<b>Blue books</b>	Long vowel sounds ay, ee, igh, ow, ue air, or, ir, oy, ar, compound words syllables suffixes -ing, -ed, s for plurals	The Story Book Lessons follow the same five day format and reading activities as detailed for the yellow books. The speed sound lesson reviews Set 2 and 3 Sounds and children recognise less common digraphs and trigraphs, exploring word families. They routinely apply phonic knowledge for reading unknown or difficult words and use knowledge of word structure to support reading, including polysyllabic words. Use syntax, context and word structure when reading for meaning.	any other two one all her there said could they would want their watch some anyone over who does school through once here son you're her why brother were humans whole what was small tall	Grammar: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words. Writing activities include: newspaper report, writing in role, letter, invitation, poem, journey description, instructions, persuasive poster.
<b>Grey books</b>	ay, igh, oo, ow, ue, air, or, ir ear, ire, -ture, -ure, our, tion, tious, cious, able, ible	The Story Book Lessons follow the same five day format and reading activities as detailed for the blue books. The children are reading fluently and at a faster pace. They recognise punctuation and read with expression accordingly.	should were there call want come one through many could are other was two who you said your what school mother to	Grammar consists of: co-ordination (or, and, but), progressive in past tense, commands, nouns, apostrophe (possessive), progressive in past and present tense, adverbs,



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	syllables suffixes: ing, ed, s for plurals, ly, er, est, y,		they father watch anyone whole water great brother above where here someone another walk what small any here son would	suffixes (ful less), subordination (when if that because), adjectives, verbs, commands and statements, noun phrases. Writing activities include: informative poster, writing in role, instructions, list, recount, fact file, questions and answer.
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Children read both fiction and non fiction books. After RWI children will begin 'Literacy Tree' in year 2.

### Terminology:

**Green words** - decodable words (words that children can use their phonic knowledge to read the word using fred talk).

**Red words** - Common exception words, they are words that cannot be sounded out as they do not follow the phonetic pattern.

**Nonsense words** - Also called alien words, these are words which follow the phonetic pattern but do not have any meaning.

**Fred talk** - sounding out a word, saying each sound before blending

**Fred fingers** - 'pinching' each sound from a word on your fingers to help spell a word

**Set 1 sounds:** 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 sounds:** ay, ee, igh, ow, oo, ar, or, air, r, ir, ou, oy

**Set 3 sounds:** ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious

**Additional sounds:** e (sounds like ee), ph, kn, mb, au, wh, ue, ck, ie

To hear the pronunciation of the set 1, 2 & 3 sounds, please click on the link below:

[▶ Parent video: How to say the sounds](#)