



**Read Write Inc. 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](http://www.ruthmiskintraining.com)

**National Curriculum English programmes of study: Spoken Language Year 1-6**

National Curriculum English programmes of study content	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing</i>
<b>Spoken language [for Years 1-6]</b>	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.	
<b><i>Pupils should be taught to:</i></b>		
<i>'Listen and respond appropriately to adults and their peers.'</i>	Throughout	Throughout
<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	Throughout	Throughout
<i>'Use relevant strategies to build their vocabulary.'</i>	Throughout	Throughout
<i>'Articulate and justify answers, arguments and opinions.'</i>	Throughout	Throughout
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Throughout	Throughout

<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	Throughout	Throughout
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Throughout	Throughout
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Throughout	Throughout
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	Throughout	Throughout
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Throughout	Throughout
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	Throughout	Throughout
<i>'Select and use appropriate registers for effective communication.'</i>	Throughout	Throughout

<b>National Curriculum English programmes of study Year 1</b>		
	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Writing</i>
<b>Reading – word reading</b>	All the skills below are covered through the reading of the carefully-levelled fiction and non-fiction books in the programme.	
<i>'Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.'</i>	Throughout	Throughout
<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>	Throughout	Throughout
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>	Throughout	Throughout
<i>'Read words containing common suffixes.'</i>	Throughout	Throughout
<i>'Read further common exception words.'</i>	The majority of these words are practised as Red words in Phonics (high frequency words with a low frequency grapheme. These have a special	

	focus throughout the programme, to ensure children learn to read and spell them with confidence).	
<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>	Throughout	Throughout
<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>	Throughout	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Throughout	
<b>Reading – comprehension</b>		
<i>'Develop pleasure in reading by:</i> <ul style="list-style-type: none"> <li><i>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</i></li> </ul>	<b>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on <a href="http://ruthmiskintraining.com">ruthmiskintraining.com</a>) give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</b>	
<ul style="list-style-type: none"> <li><i>Discussing the sequence of events in books and how items of information are related.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li><i>Becoming familiar with and retelling a wider range of stories.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li><i>Being introduced to non-fiction books that are structured in different ways.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li><i>Recognising simple recurring literary language in stories and poetry.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li><i>Discussing and clarifying the meanings of words.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li><i>Discussing their favourite words and phrases.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li><i>Continuing to build up a repertoire of poems learnt by heart.'</i></li> </ul>	Throughout	
<i>'Understand books by:</i> <ul style="list-style-type: none"> <li><i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i></li> </ul>	Throughout	

<ul style="list-style-type: none"> <li>• <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Making inferences on the basis of what is being said and done.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Answering and asking questions.</i></li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>• <i>Predicting what might happen on the basis of what has been read so far.'</i></li> </ul>	Throughout	
<i>'Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.'</i>	Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime.	
<i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i>	Throughout	
<b>Writing – transcription</b>		
<i>'Spell (words containing phonemes taught, common exception words, days of the week).'</i>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> <li>* 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</li> <li>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>* Set 3 Speed sounds 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</li> </ul> <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</p>	<p>There are 9 Get Writing! activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing</i></p> <ol style="list-style-type: none"> <li>1. Play 'Fred Rhythms' to learn to spell the words – encoding</li> <li>2. Play 'Fred Fingers' to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> </ol>

	<p>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>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	
<i>'Name letters of alphabet.'</i>	Pink/Orange Level.	Yellow level
<i>'Add prefixes and suffixes.'</i>	Children's awareness of prefixes and suffixes is developed in the storybook activities for each book.	Children will use some words with prefix and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
<i>'Apply simple spelling rules as outlined in English Appendix 1.'</i>	See Appendix 1: Spelling Year 1 below.	
<i>'Write from memory simple dictated sentences.'</i>		This skill is developed through the 'Hold a sentence' concept introduced early in the programme and practised throughout.
<b>Writing – handwriting</b>		
<i>'Sit and hold pencil correctly.'</i>	Speed Sounds lessons, from Red Level onwards	Children practise handwriting at each stage of learning to write – letter formation and phonic knowledge go hand in hand.
<i>'Begin to form lower case letters in correct direction.'</i>	Speed Sounds lessons, from Red Level onwards	
<i>'Capital letters.'</i>		
<i>'Digits 0-9.'</i>		
<i>'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'</i>		<b>Guidance on teaching handwriting is provided in the Read Write Inc. Get Writing! Handbook.</b>
<b>Writing – composition</b>		
<i>'Write sentences by:</i> <ul style="list-style-type: none"> <li>• <i>Saying out loud what they are going to write about.</i></li> <li>• <i>Composing a sentence orally before writing it.</i></li> <li>• <i>Sequencing sentences to form short</i></li> </ul>		<p>All these skills are embedded in the entire Get Writing programme, from the earliest level particularly in activities</p> <p>8. Composition: picture prompts – language comprehension and</p>

<p>narratives.</p> <ul style="list-style-type: none"> <li>• Re-reading what they have written to check that it makes sense.'</li> </ul>		<p>encoding.</p> <p>9. Composition – language comprehension and encoding.</p>
<p>'Discuss what they have written with the teacher and other pupils.'</p>		<p>Throughout</p>

<p>'Read aloud their writing clearly enough to be heard by their peers and the teacher.'</p>		<p>Throughout</p>
<p><b>Writing – vocabulary, grammar and punctuation</b></p>		
<p>'Leaving spaces between words.'</p>		<p>One finger space' is recommended in Get Writing</p>
<p>'Joining words and clauses using 'and'.'</p>		<p>Throughout</p>
<p>'Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.'</p>		<p>Throughout</p>
<p>'Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.'</p>	<p>'I' taught as alternative to Set 2 as part of the storybook activities.</p> <p>Days of the week taught as part of weekly activities in Read Write Inc. Spelling</p>	<p>Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.</p>
<p>'Learning the grammar for Year 1 in English Appendix 2.'</p>		<p>See Appendix 2, below.</p>
<p>'Use the grammatical terminology in English Appendix 2 in discussing their writing.'</p>		<p>See Appendix 2, below.</p>

## 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	Read Write Inc. Get Writing	Read Write Inc. Spelling
<i>he sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<b>off, well, miss, buzz, back</b>	Taught as alternatives to Set 1 sounds as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck.
<i>The /ŋ/ sound spelt n before k (bank, sunk)</i>	<b>bank, think, honk, sunk</b>	Since nk and ng are very frequent sound combinations, nk and ng taught together as part of Set 1.	Throughout.	Quick recap: Pre-programme Activity 2 bank.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.	-	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 (fetch, hutch)</i>	<b>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</b>	Taught as 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 (have, live)</i>	<b>have live give</b>	Taught as 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 person singular of verbs)</i>	<b>cats, dogs, spends, rocks, thanks catches</b>	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.	Quick check: Pre-programme Activity 5 question 4. If you feel children need further practice, work through Pre-programme Special focus 4 and special focus 5 (available online).
<i>Adding the endings –</i>	<b>hunting, hunted,</b>	Throughout fiction and	Not explicitly taught, but children	Quick check: Pre-programme

<i>ing, -ed and -er to verbs where no change is needed to the root word</i>	<b>hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</b>	non-fiction.	will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	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>	<b>grander, grandest, fresher, freshest, quicker, quickest</b>	Throughout fiction and non-fiction.	Not explicitly taught, but children will 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 (rain, oil)</i>	<b>rain, wait, train, paid, afraid oil, join, coin, point, soil</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 train spoil.
<i>ay, oy (day, enjoy)</i>	<b>day, play, say, way, stay boy, toy, enjoy, annoy</b>	Speed sounds set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 day boy.
<i>a-e (made, safe)</i>	<b>made, came, same, take, safe</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 make.
<i>e-e (these, complete)</i>	- <b>these, theme, complete</b>	-	-	Quick recap: Pre-programme Activity 2 theme.
<i>i-e (five, ride)</i>	<b>five, ride, like, time, side</b>	Speed sound set 3.	Grey level.	Quick recap: Pre-programme Activity 2 kite.
<i>o-e (home, hope)</i>	<b>home, those, woke, hope, hole</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 smoke.
<i>u-e (June, rude)</i>	<b>June, rule, rude, use, tube, tune</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 rude.
<i>ar (car, garden)</i>	<b>car, start, park, arm, garden</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 car.
<i>ee (see, green)</i>	<b>see, tree, green, meet, week</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 see.
<i>ea (/i:/) (sea, each)</i>	<b>sea, dream, meat, each, read (present tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 dream.



<i>ea (/ɛ/)</i> ( <i>bread, instead</i> )	<b>head, bread, meant, instead, read (past tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 head.
<i>er (/ɜ:/)</i> ( <i>her, person</i> )	<b>(stressed sound): her, term, verb, person</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 verb.
<i>er (/ə/)</i> ( <i>better, sister</i> )	<b>(unstressed schwa sound): better, under, summer, winter, sister ir</b>	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 (girl, third)</i>	<b>girl, bird, shirt, first, third</b>	Speed sound set 2.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 whirl.
<i>ur (turn, burst)</i>	<b>turn, hurt, church, burst, Thursday</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 burn.
<i>oo (/u:/)</i> ( <i>food, soon</i> )	<b>food, pool, moon, zoo, soon</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 zoo.
<i>oo (/ʊ/)</i> ( <i>book, good</i> )	<b>book, took, foot, wood, good</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 look.
<i>oa (boat, goal)</i>	<b>boat, coat, road, coach, goal</b>	Speed sound set 3.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 boat.
<i>oe (toe, goes)</i>	<b>toe, goes</b>	Taught as alternative to Set 3 o-e as part of the storybook activities.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 toe.
<i>ou (out, sound)</i>	<b>out, about, mouth, around, sound</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 shout.
<i>ow (/aʊ/)</i> ( <i>now, brown</i> ) <i>ow (/əʊ/)</i> ( <i>own, show</i> ) <i>ue (blue, rescue)</i> <i>ew (new, drew)</i>	<b>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</b>	Set 2 ow. Set 3 ow. ue taught as alternative to Set 3 ew.	Pink onwards for Set 2 ow; Yellow onwards for Set 3 ow, ew and alternative ue.	Quick recap: Pre-programme Activity 2 blow, brown, blue, chew.

<i>ie (/aɪ/) (tie, dried)</i>	<b>lie, tie, pie, cried, tried, dried</b>	Speed sounds set 3.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 tie.
<i>ie (/i:/) (chief, thief)</i>	<b>chief field thief</b>	Taught as alternative to Set 2 ee.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 chief.
<i>igh (high, right)</i>	<b>high, night, light, bright, right</b>	Speed sound set 2..	Pink Level onwards.	Quick recap: Pre-programme Activity 2 high.
<i>or (for, horse)</i>	<b>for, short, born, horse, morning</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme. Activity 2 for
<i>ore (more, shore)</i>	<b>more, score, before, wore, shore</b>	Taught as alternative to Set 2 as part of the storybook activities.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 snore.
<i>aw (saw, yawn)</i>	<b>saw, draw, yawn, crawl</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 law.
<i>au (author, dinosaur)</i>	<b>author, August, dinosaur, astronaut</b>	Taught as alternative to Set 3 aw as part of the storybook activities.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 author.
<i>air (fair, pair)</i>	<b>air, fair, pair, hair, chair</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 fair given as example.
<i>ear (dear, year)</i>	<b>dear, hear, beard, near, year</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 ear given as example.
<i>ear (/ɛə/) (bear, pear)</i>	<b>- bear, pear, wear</b>	-	-	Quick recap: Pre-programme Activity 2 bear.
<i>are (/ɛə/) (dare, care)</i>	<b>bare, dare, care, share, scared</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 care.
<i>Words ending –y (/i:/ or /ɪ/) (happy, funny)</i>	<b>very, happy, funny, party, family</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 happy.
<i>New consonant spellings ph and wh (dolphin, where)</i>	<b>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</b>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.	Ditties.	Quick recap: Pre-programme Activity 2 which, photo.
<i>Using k for the /k/ sound (kit, skin)</i>	<b>Kent, sketch, kit, skin, frisky</b>	K taught as alternative sound for Speed sound set 1 ch.	Throughout.	Quick recap: Pre-programme Activity 2 skin.
<i>Adding the prefix -un</i>	<b>unhappy, undo, unload,</b>	Not explicitly taught.	Not explicitly taught, but children	Quick check: Pre-programme

	<b><i>unfair, unlock</i></b>		will use these forms where appropriate in their own writing as modelled by the teacher.	Activity 5, question 3.. If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
<i>Compound words</i>	<b><i>football, playground, farmyard, bedroom, blackberry</i></b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing it modelled by the teacher.	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>	<b><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></b>	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).	Practised as Red words in activities in every unit of the programme in Year 2. 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	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing</i>
<b>Word</b>		
Regular <b>plural noun suffixes</b> –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.
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.
How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.
<b>Sentence</b>		
How <b>words</b> can combine to make <b>sentences</b>	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 Red Ditty Get Writing books, children develop their knowledge and ability to combine words to make sentences.
Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	From Green storybooks onwards, children are familiarized with how the word ‘and’ can be used to join words and clauses.	From Green Get Writing books onwards, children are encouraged to use ‘and’ to combine words and clauses (though not too frequently!).
<b>Text</b>		
Sequencing <b>sentences</b> to form short narratives	From Green storybooks onwards, children read short narratives made up of sequenced sentences.	From Purple Get Writing books onwards, children practise forming short narratives by writing sequenced sentences.
<b>Punctuation</b>		
Separation of <b>words</b> with spaces	Children witness this in all the fiction and non-fiction books in the programme.	Children are taught to leave a finger space between words, and are regularly reminded of this throughout the programme.

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	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. Relevant features are flagged up in the prelims for each book.	After completing the Red Ditty Books, children are taught to recognize 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 <b>pronoun 'I.'</b>	In all the fiction and non-fiction books beyond Red Ditty books, capital letters are used for names. The pronoun 'I' is used in the Red Ditty books.	Capital letters for names introduced in Set 1 Green <i>My dog Ned</i> . The capital letter 'I' for the pronoun is used in the reading and writing linked to the Red Ditty books, although it is not explicitly taught as a pronoun.
<b>Terminology for pupils</b>		
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.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.