

**Sets of Sounds**

**Set 1**

**Set 2**

**Set 3**

Single Sounds: 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  
Special Friends: sh th ch qu ng nk, ff, ll, ss, ck

ay, ee, igh, ow, oo, oo, ar, or, air, ou, oy

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew,  
ire, ear, ure, tion, tious  
au, e-e, ue, ie, ph, wh, kn, cious

**Word Time Sets**

Word Time	1.1	1.2	1.3	1.4	1.5	1.6	1.7	
<b>Sounds</b>	m, a, s, d, t	m, a, s, d, t, l, n, p, g, o	m, a, s, d, t, l, n, p, g, o, c, k, u, b	m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h	m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w	m, a, s, d, t, l, 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	m, a, s, d, t, l, 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	
<b>Words</b>	Mat, at, mad, sad, dad, sat	in, on, it, an, and, pin, pat, got, dog, sit, tip, pan, dig, top	bin, cat, cot, can, kit, mud, up, cup, bad	bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen	Red, run, rat, jog, jet, jam, vet, can, yes, yet, yum, yap, win, web, wet	Ship, shop, fish, wish, thin, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, wing, wink	Bell, well, fell, huff, mess, sock, think, quick, thing  Blob, blip, brat, drop, drip, clip, flag, flop, fluff, frog, from, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink	5 sounds Bucket button Cannot carrot Comic given Jacket kitchen Kitten packet Pocket puppet Rabbit ribbon Robin rocket Seven stamp Stand strop



the next stage books).									there, any, fall, where, wall	through, once, son, whole, people.	another, walk, caught, worse, everyone, talk, thought, love, water.	
Revisit (revisit previous red word in books when reading).					Put, I, the, no, of, my, for, he,	Your, said, you, be, are	To, me, go, baby, paint,	I've, like, all, we, want, her, call, she, washing, some, so,	What, do, they, old, was,	Saw, watch, watches, school, small, their, one, who, tall, brother, I'm, there, any, fall, where, wall	Does, other, two, could, ball, would, water, wash, anyone, over, wasn't, through, once, son, whole, people.	Should come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, water.

**In order to progress to the next stage, children should be able to:**

	Read all 16 Set 1 Sounds	Read 25+ sounds, blend them into words.	Read 25 + sounds, Read Word Time words 1.1 – 1.4 using Fred Talk.	Read all Set 1 sounds, + Special Friends speedily Read Word Time 1.5-1.6 Read 3 sound nonsense words with Fred Talk	Read Word Time 1.6 and 1.7 words with Fred Talk Read 3 4 nonsense words with Fred Talk	Word Time 1.6-1.7 Green Words Speedily.	Word Time 1.6-1.7 Read the first 6 sounds from Set 2 (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real and nonsense words with Fred Talk	Read all Set 2 sounds speedily. Read Set 2 sounds in Green and nonsense Words with Fred Talk. Word Time 1.6 – 1.7 Read first 6 Set 2 sounds in Green words speedily.	Read Set 2 sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Green words Speedily.	Read Set 3 sounds ea, oi, a-e, i-e, o-e, u-e speedily. Read these sounds in real and nonsense words. Read a passage at 60-70 words per minute, beginning to demonstrate intonation to show comprehension	Read all of Set 3 sounds speedily. Read Set 3 sounds in Green words and nonsense words. Read a passage at 70-80 words per minute, beginning to demonstrate intonation to show comprehension	Read all of Set 3 sounds speedily in nonsense words and Green words. Read multi-syllabic words speedily. Read a passage at 80-90 words per minute with intonation that shows comprehension.
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**Spelling Rules not covered by RWI:**

	Statutory Requirement	Grapheme, digraph, trigraph	Rules and Guidance	Example Words
<b>Year 1</b>				
	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Ff, ll, ss, zz, ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back

	-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
/ea/ makes 'e'	ea		head, bread, meant, instead, read (past tense- we read that book last year.)
/er/ stretched/longer sounding er.	-er		(stressed sound): her, term, verb, person
/oe/ makes 'o'.	oe		toe, goes
ue ew		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
/ie/ (makes igh)	ie		lie, tie, pie, cried, tried, dried
/ie/ (makes ee sound)			chief, field, thief
/ore/ (makes or sound)	ore		more, score, before, wore, shore
	au		author, August, dinosaur, astronaut
/ear/ (makes the air sound)	ear		bear, pear, wear
Words ending -y (ee sound)			very, happy, funny, party, family
New consonant spellings ph and wh	ph, wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Adding the prefix -un		The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound Words		Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bed
Common Exception Words		Pupils' attention should be drawn to the grapheme phoneme correspondences that do and do not fit in with what has been taught so far.	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 - and/or others, according to the programme used

## Year 2

The /dʒe/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	de, dge	The letter j is never used for the /dʒe/ sound at the end of English words. At the end of a word, the /dʒe/ sound is spelt -dʒe straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒe/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒe/ sound is often (but not always) spelt as g before e, i, and y. The /dʒe/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	c		race, ice, cell, city, fancy

The /n/ sound spelt kn and (less often) gn at the beginning of words		The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words		This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words		The -le spelling is the most common spelling for this sound at the end of words	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt -el at the end of words		The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, trav
The /l/ or /əl/ sound spelt -al at the end of words		Not many nouns end in -al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il		There are not many of these words.	pencil, fossil, nostril
The /ɪ/ sound spelt -y at the end of words		This is by far the most common spelling for this sound at the end of words	cry, fly
Adding -es to nouns and verbs ending in -y		The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it		The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it		The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter		The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, padded, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /or/ sound spelt a before l and ll		The /or/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /u/ sound spelt o			other, mother, brother, nothing, Monday
The /ie/ sound spelt -ey		The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /o/ sound spelt a after w and qu		a is the most common spelling for the /o/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ir/ sound spelt or after w		There are not many of these words.	word, work, worm, world, worth
The /or/ sound spelt ar after w		There are not many of these words.	war, warm, towards
The /sh/ sound spelt s			television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly		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. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions		In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	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
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		Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /ei/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, 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. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
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