# Read Write Inc and Oxford Reading Tree Correlation Chart

*As your pupils get assessed and moved you should be matching their progress in phonics with progress through the reading scheme.*

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| **Read Write Inc.**rwi_logo_main | **Spelling patterns** | **PNS Framework for Literacy** **reference** | **ORT stages and titles with Group Activity Sheets for these objectives**ORTLOG~2 | BookColour BandMovement should be gradual |
| Ditties pages 1-12 | CVC words includingth, sh, ch | Foundation stage 5Explore and experiment with sounds words and textsHear and say sounds in words in the order in which they occurBlend CVC words and recognise common digraphs Link sounds to letters, naming and sounding letters of the alphabet | Stage 1: At School (Bk1 p14)The Lost Teddy (Bk1 p18)First Words: Who Is It? (Bk1 p26)Stage 1+ Patterned stories: Good Old Mum (Bk1 p38)Fancy Dress (Bk1 p42)The Pet Shop (Bk1 p46) | **1****Pink** |
| Ditties pages 13-42Ditty books | CVC words including th, sh, chInitial consonant blends sp, fl, sl, cr, drWord endings -ss, -ll, -ck, -nk, -ve | Foundation stage: 5Link sounds to letters, naming and sounding letters of the alphabetExplore and experiment with sounds, words and textsHear and say sounds in words in the order in which they occurBlend CVC words and recognise common digraphsUse their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words | Stage 1+ First Phonics story booksStage 2 The Toys’ Party (Bk1 p62)Stage 3 A Cat in the Tree (Bk1 p98)Stage 3 The Rope Swing (Bk1 p102)(-ng and –ing)Assessment Y1T2 (Bk2 p49) | **2** **Red** |
| Stories Set 1 Green | Short vowelsConsonants +th, sh, chDouble consonants ff llFinal consonants –ng, -ck, -nk -tch | Foundation stage: 5Link sounds to letters, naming and sounding letters of the alphabetExplore and experiment with sounds words and textsHear and say sounds in words in the order in which they occurBlend CVC words and recognise common digraphsUse their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex wordsY1: 5Read automatically high frequency wordsUse phonics to read unknown or difficult words | Stage 2 First Phonics story booksStage 3 First Phonics story booksStage 3The Rope Swing (Bk1 p102) (-ng and –ing) | **3****Yellow** |
| Stories Set 2 Purple | Short vowelsConsonants + th, sh, chDouble consonants, tt, ll, ff, ss, zzFinal consonants -ck, -nk, -ng,Initial blends tr, st, bl, sp, sw, bl, fr, fl, cr, spl | Foundation stage: 5Blend CVC words and recognise common digraphsUse their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words Year 1 5:Use phonics to read unknown or difficult words Recognise all common digraphs Read automatically high frequency words | Stage 3 A Cat in the Tree (Bk1 p98)Assessment Stage 4 Y1T2 (Bk2 p48)Stage 4 The Storm (Bk2 p32) Assessment Stage 4 Y1T2 (Bk2 p49, 51)Assessment stage 4 Y1 T2 (Bk2 p50)Stage 4 The Play (Bk2 p28) | **4****Blue** |
| rwi_logo_main | **Spelling patterns** | **PNS Framework for Literacy** **reference** | ORTLOG~2 | **Book Band** |
| Ditties pages 45-54Stories Set 3 Pink | Double consonants tt, ll, ff, mm, pp,Final consonants -ve, -ng, -nk, -ck, -tchlong vowels: ay, ee, igh, ow, oo,ar, ow, oyroot word with –ing, -ed, -ssyllables | Year 1: 5Recognise all common digraphs and trigraphs, including more complex long vowel phonemesRead automatically high frequency wordsUse syntax and context to self-correct when reading for accuracy and meaningRead longer words including two- and three-syllable words | Stage 4 The Storm (Bk2 p32)Stage 5 The Dragon Tree (Bk2 p62)Village in the Snow (Bk2 p74)Stage 5 Gran (Bk2 p66) | **5** **Green** |
| Stories Set 4 Orange | Long vowels ay, ee, igh, ow, ue, oo, ar, ou, oyor, air, ir,root word with-ing, -ed, -ssyllables | Year 2: 5Recognise less common digraphs and trigraphs, exploring word familiesRoutinely apply phonic knowledge for reading unknown or difficult wordsUse syntax, context and word structure when reading for meaningUse knowledge of word structure to support reading, including polysyllabic words | Stage 6 In the Garden (Bk3 p16)Stage 6 Kipper and the Giant (Bk3 p20)Stage 6 Land of the Dinosaurs (Bk3 p28) | **6****Orange** |
| Stories Set 5 Yellow | Long vowel soundsay, ee, igh, ow, oo compound wordssyllables | Year 2 5Recognise less common digraphs and trigraphs, exploring word familiesRoutinely apply phonic knowledge for reading unknown or difficult wordsUse knowledge of word structure to support reading, including polysyllabic words | Stage 6 In the Garden (Bk3 p16)Stage 7 Lost in the Jungle (Bk3 p50)Stage 7 The Broken Roof (Bk3 p54) | **7****Turquoise**  |
| Stories Set 6 Blue | Long vowel sounds ay, ee, igh, ow, ueair, or, ir,oy, ar,compound wordssyllablessuffixes –ing, -ed, s for plurals | Year 2 5Recognise less common digraphs and trigraphs, exploring word familiesRoutinely apply phonic knowledge for reading unknown or difficult wordsUse knowledge of word structure to support reading, including polysyllabic wordsUse syntax, context and word structure when reading for meaning | Stage 6 In the Garden (Bk3 p16)Stage 7 Red Planet (Bk3 p46)Stage 7 Lost in the Jungle (Bk3 p50)Stage 7 The Broken Roof (Bk3 p54) | **8****Purple** |
| Stories Set 7 Grey | ay, igh, oo, ow, ue,air, or, ir ear, ire, -ture, -ure, our, tion, tious, cious, able, ible syllablessuffixes: ing, ed, s for plurals, ly,er, est, y,  | Year 2 5Recognise less common digraphs and trigraphs, exploring word familiesRoutinely apply phonic knowledge for reading unknown or difficult wordsUse knowledge of word structure to support reading, including polysyllabic wordsUse syntax, context and word structure when reading for meaning | Stage 9 The Quest (Bk3 p116)Stage 9 Survival Adventure (Bk3 p120)Stage 8 A Day in London (Bk3 p92)Stage 8 Viking Adventure (Bk3 p80)Stage 9 The Litter Queen (Bk3 p112)Stage 8 The Flying Carpet (Bk3 p88) | **9** **Gold** |