**Read Write Inc and Oxford Reading Tree Correlation Chart**

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| **Read Write Inc.** | **Spelling patterns** | **Framework for Literacy** | **Oxford Reading Tree stages** |
| Stories Set 1 Green | Short vowels  Consonants  +th, sh, ch  Double consonants ff ll  Final consonants  –ng, -ck, -nk -tch | Link sounds to letters, naming and sounding letters of the alphabet Explore and experiment with sounds words and texts  Hear and say sounds in words in the order in which they occur  Blend CVC words and recognise common digraphs  Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer  and more complex words  Read automatically high frequency words Use phonics to read unknown or difficult words | Recommended level:  Stage 2  Challenge:  Stage 3 |
| Stories Set 2 Purple | 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 | Blend CVC words and recognise common digraphs  Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words  Use phonics to read unknown or difficult words  Recognise all common digraphs  Read automatically high frequency words | Recommended level:  Stage 3  Challenge:  Stage 4 |
| Stories Set 3  Pink | 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 | Recognise all common digraphs and trigraphs, including more complex long vowel phonemes  Read automatically high frequency words Use syntax and context to self-correct when reading for accuracy and meaning Read longer words including two- and three-syllable words | Recommended level:  Stage 4  Challenge:  Stage 5 |
| Stories Set 4 Orange | Long vowels  ay, ee, igh, ow, ue, oo, ar, ou, oy    or, air, ir,      root word with -ing, -ed, -s syllables | Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words    Use syntax, context and word structure when reading for meaning    Use knowledge of word structure to support reading, including polysyllabic words | Recommended level:  Stage 5  Challenge:  Stage 6 |
| Stories Set 5 Yellow | Long vowel sounds ay, ee, igh, ow, oo    compound words    syllables | Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words    Use knowledge of word structure to support reading, including polysyllabic words | Recommended level:  Stage 6  Challenge:  Stage 7 |
| Stories Set 6 Blue | Long vowel sounds  ay, ee, igh, ow, ue  air, or, ir,    oy, ar,      compound words syllables    suffixes –ing, -ed, s for plurals | Recognise less common digraphs and trigraphs, exploring word families    Routinely apply phonic knowledge for reading unknown or difficult words    Use knowledge of word structure to support reading, including polysyllabic words    Use syntax, context and word structure when reading for meaning | Recommended level:  Stage 7  Challenge:  Stage 8 |
| Stories Set 7 Grey | ay, igh, oo, ow, ue, air, or, ir    ear,      ire, -ture, -ure, our, tion, tious, cious, able, ible    syllables      suffixes: ing, ed, s for plurals,  ly, er, est, y, | Recognise less common digraphs and trigraphs, exploring word families      Routinely apply phonic knowledge for reading unknown or difficult words      Use knowledge of word structure to support reading, including polysyllabic words        Use syntax, context and word structure when reading for meaning | Recommended level:  Stage 8  Challenge:  Stage 9 |