**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 2Challenge: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 3Challenge: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 4Challenge: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 5Challenge: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 6Challenge: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 7Challenge: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 8Challenge:Stage 9  |