



Roskear Primary & Nursery School

## Read Write Inc. Spelling Policy

<b>Written on</b>	17 <sup>th</sup> January 2022
<b>Audience</b>	Parents, Staff and Governors
<b>Approved</b>	January 2023
<b>Reviewed</b>	January 2023
<b>Other related policy and procedures</b>	Writing policy, Reading policy, Teaching & Learning policy, Curriculum policy, Marking and Feedback policy, Assessment policy.
<b>Owner</b>	Mrs Shelby Tonkin (Writing lead)

### 1. **Purpose**

The purpose of this policy is to outline how spelling is taught at Roskear Primary and Nursery School.

### 2. **Intent**

Accurate spelling is a life skill and forms part of the cultural capital we wish our children to acquire. as a result, spelling is actively taught across the school and, along side handwriting and punctuation, is regarded as a key transcriptional skill.

As stated in the English National Curriculum (2014) it is important that children develop the ability to:

*write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*

At Roskear Primary and Nursery School, we have adopted the Read, Write, Inc. Spelling programme. The programme supports the aims of the National Curriculum 2014 to ensure that children:



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- *Spelling new words correctly and have plenty of practice in spelling them, including exception words and homophones.*
- *Spell words as accurately as possible using phonics knowledge and other knowledge of spelling, such as morphology and etymology.*
- *Are supported in understanding and applying the concepts of word structure.*
- *Spell words that they have not yet been taught by using what they have learnt the English Language.*

*At Roskear Primary and Nursery School, we aim to continuously raise writing standards to ensure that all children reach their potential, through the delivery of a well-planned, rich and stimulating spelling programme curriculum.*

### **3. Implementation**

*We are committed to giving children the tools they need to succeed in spelling. Once their phonemic knowledge is secure, we use the RWI spelling programme from Year 2- 6 to teach spelling.*

*This progressive programme is designed to deliver a systematic, explicit, and interactive approach to spelling, which encourages children to develop an understanding of how the English spelling system works through investigation and application. A copy of the progression can be viewed within the appendix.*

*From Year 2 to onwards, we teach children the morphology of words (how words are structured and related to one other by a combination of form, grammar and meaning). Children are supported in their understanding of basic morphological principles which they can apply to their spellings.*

*Where words are irregular, and do not follow the rules, we use etymology (the stories behind the spelling of certain words) and graphic strategies to help children to learn these spellings.*



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*Daily spelling sessions include an opportunity to revisit previous learning, acquire new learning about the spelling rule and finally to practice and apply this learning.*

*Where children have particular barriers in relation to spelling, specific, targeted interventions are delivered. These interventions are delivered through a target programme of support using Nessy. This aims to close gaps in learning, build accuracy and confidence within spelling.*

### ***4. RWI Phonics - Encoding***

*At Roskear School, spelling starts as children begin to apply their sounds within their writing. This starts within the early years and is fostered and encouraged by all adults. As children develop their confidence and are exposed to the teaching of RWI phonics they are then begin to make appropriate phoneme/grapheme correspondence when writing throughout the curriculum.*

*Spelling is taught within the RWI phonic programme, until the children are at the appropriate level to access RWI spelling (this is usually within Year 2).*

*See appendix B for RWI phonic.*

### ***5. Read Write Inc Spelling approach***

*RWInc Spelling is a robust, fast paced, systematic spelling programme for children in Years 2-6. It is an interactive programme which teaches spellings in a fun and engaging way. Each unit introduces the spelling rule with a short video. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings as well as teaching exceptions to these rules. The spelling programme is designed for children, who have completed the Read, Write Inc. Phonics, usually in Year 2 and above. During the programme:*



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- Children are assessed using the pre-programme activities so teaching is tailored to their needs.
- Children are taught for 15 minutes each day using the online activities and practice book.
- Children are provided the words they need to work on at home in their Home Spelling Folders and further practice in school, in their L,S,C,W,C folders.
- Special focus pages test the children at regular intervals.
- Children complete an online consolidation session after every two units to revise key concepts and vocabulary.

Each half term, children complete online practice test which will inform teaching for the following term

## 6. Yearly timing for the RWI Spelling programme

These timings are based on an estimate of a unit taking 5 sessions to complete, assuming sessions are 15-20 minutes each day and children are working at an average pace.

Year group	Content	Number included	Estimated time for completion
Year 2	Pre-programme activities	5 activities	Up to a week
	Units	14 in 2A, 15 in 2B	29 weeks
	Special focus pages	7 in 2A, 7 in 2B	14 sessions
	Practice tests	6	6 sessions
	Estimated total		34 weeks
	Optional content: Consolidation sessions (online, 15); Year 1 practice tests (online, 2); pre-programme special focus pages (online, 8)		Up to 25 sessions
Year 3	Units	14	28 weeks
	Special focus pages	4	4 sessions
	Practice tests	6	6 sessions



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	Estimated total		32 weeks
	Optional content: Consolidation sessions (online)	7	7 sessions
Year 4	Units	14	28 weeks
	Special focus pages	4	4 sessions
	Practice tests	6	6 sessions
	Estimated total		32 weeks
	Optional content: Consolidation sessions (online)	7	7 sessions
Year 5	Units	12	24 weeks
	Special focus pages	12	12 sessions
	Practice tests	6	6 sessions
	Estimated total		32 weeks
	Optional content: Consolidation sessions (online)	6	6 sessions
Year 6	Units	12	24 weeks
	Special focus pages	12	12 sessions
	Practice tests	6 (+6 challenge tests)	6 sessions
	Estimated total		32 weeks
	Optional content: Consolidation sessions (online)	6	6 sessions



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## **6. Teaching Methodology**

As the sessions are short and focused, methodology for delivering Read, Write, Inc. Spelling is quite prescriptive. Teachers follow structured and systematic plans with support of a variety of consolidation activities.

### **6.1 The five P's**

Remember the 5P's when you are teaching:

#### **6.1.1 Positive teaching**

Children learn at a much faster pace in an assertive and positive climate. They talk more readily in an atmosphere free of anger and tension. Shouting, nagging and 'shushing' have a detrimental effect on children's talking and therefore on their learning.

#### **6.1.2 Praise**

Praise children for working hard to learn new words and for supportive partner work. As they overhear the explicit praise, others will copy the good partner behaviour. Avoid simply saying: 'You're good at spelling'. This is demotivating for those who have to work extra hard to become good at spelling.

#### **6.1.3 Pace**

A brisk pace is essential. Children should be working so hard that they do not have any 'down time'. If the pace is too slow, children become restless and there is more potential for challenging behaviour to start.

#### **6.1.4 Purpose**

Every part of the lesson has a specific purpose. It is important to draw children's attention to this and keep that purpose clear in your mind as you teach.



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### 6.1.5 Passion

*This is a very prescriptive programme, which is why it works so well. However, it is the energy, enthusiasm and passion that teachers put into the lessons that bring the teaching and learning to life. Pedestrian teaching will not have the same impact as passionate teaching!*

## 6.2 Management Signals

### 6.2.1 Silent Stop signal

*When children are answering every question, you must be able to gain their attention quickly and easily, without the need to raise your voice. Practise this signal until children respond within five seconds. Avoid accompanying the silent signal with a noise.*

*Hold your hand up in the air. Do not talk while the hand is raised. The children then finish what they are saying, raise their hands in response, and check that others have seen the signal, gently tapping them on the arm if necessary. Do not start talking until everyone has returned the signal. If the signal fails, lower your hand and remind the children of the school's expectations. Explain that all adults in the school will be using the stop signal. The children must return the signal to any adult who uses it.*

### 6.2.2 My Turn/ Your Turn (MT/YT)

*There are times in the programme when you will need the children to copy what you do.*

*My turn: Touch your chest with your palm when it's your turn.*

*Your turn: Open your palm to the children when it's their turn.*

*When the characters in the spelling zone videos say, 'My turn/your turn', children should repeat the words and phrases.*

### 6.2.3 Turn to Your Partner (TTP)



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*Before you ask a question, tap your fingers together to tell the children that they will need to turn to their partner to answer.*

*Explain that the 'hands up/thumbs up' system for answering questions will not be used.*

#### **6.2.4 *Perfect partner position***

*When you say, 'Get ready', the children should get into their 'perfect partner positions' for spelling. Partners should sit side by side and should sit on their shoulders. Decide which children will be partner 1 for the session. The others are partner 2.*

#### **6.2.5 *Handwriting position***

*When it's time to write, the children should get into their 'perfect handwriting positions'. Check children sit correctly while writing at tables ~ feet on the floor, hands holding book, chair pulled in (no hands in hands).*

### **6.3 *Short answers***

**6.3.1 *Popcorn:*** *if there are lots of different one-word answers, use popcorn ~ children call out their answers in the pauses between other answers.*

**6.3.2 *Wave:*** *Sweep your arms across the room in a wave. Children call out the answer as your arm sweeps over them.*

**6.3.3 *Choral:*** *Children call out the answer together.*





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## **7. Unit Structure**

The sequence of activities in every unit follows the Read Write Inc, pedagogy, which is based on a continuous cycle of learn something new, practice, consolidate in context, review.

The activities below are divided into specified sessions, but the aim of time spent on each session may vary depending on the needs of the children. The sequence of activities should remain the same in each unit, however long you spend on each activity.

### **7.1 Session 1**

#### **7.1.1 Speed spell**

*Purpose: for children to consolidate their spelling of words from the previous unit.*

Choose 6 words from the previous unit that the children found most challenging. Display the words to the children and use MT/YT to read each word. Then hide the words and ask the children to write the words on their speed spell lines. Children then tick and fix using their purple pens.

#### **7.1.2 Spelling Zone**

*Purpose: to introduce children to the focus of the unit*

Children to watch the online-Spelling Zone video clip, in which the Spelling Star characters introduce the unit focus. Children will be asked to join in with MT/YT throughout the clip and TTYP to explain the spelling rules and discuss further questions.

After watching the clip, children are directed to the Spelling Zone section of their Practice Books. There will be key information that the children have to read together using TTYP. Children may have to complete a little activity relating to the rule.

#### **7.1.3 Dots and Dashes**

*Purpose: to help children to match speech sounds to graphemes.*

Children are to apply their knowledge of sound-grapheme correspondences by dotting single letter graphemes and dashing graphemes with more than one



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letter. Children are to draw a smile (link) for split graphemes and circle silent letters. Once children have completed the tables in their books, they are to mark with purple pen - placing in or correcting the dots and dashes where needed.

## **7.2 Session 2**

### **7.2.1 Rapid recap**

*Purpose: to check the children have retained the information that they have learnt recently.*

Play the online audio clip of one of the Spelling Stars, reminding the children of the unit focus. Children to TTP and tell them the rule and any rhymes or phrases they have learnt to help them in the unit.

### **7.2.2 Word Changers**

*Purpose: to help children to understand how a root word is affected by a suffix or a prefix.*

In this activity, children are given a table that may contain root word, root words with the suffix or root words with the prefix. Children are to complete the table with their knowledge of root words, prefixes and suffixes. Once completed the children will mark their work, using the 'Tick or Fix' method, as the online resource reveals the answer.

## **7.3 Session 3**

### **7.3.1 Dictation**

*Purpose: to help children practice the spelling in the context of the sentence.*

Children are dictated sentences containing words from the weeks spelling unit, by a teacher or by their TP. They are to hold the sentence in their head, say it, and then write it down. Children are dictated two sentences. Once finished they are to 'Tick or Fix' their sentences, using a purple pen.

## **7.4 Session 4**

### **7.4.1 Four in a Row**

*Purpose: to help children recall the spellings of words practised*



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Children will test their partners on the units spelling words. Children will use whiteboards and their practice books. The aim is for the children to get four spelling correct in a row, when asked by their TP, to win Four in a row.

#### 7.4.2 **Choose the Right Word**

*Purpose: to develop children's awareness of word families to reinforce spellings; to help children select the correct spelling so a sentence makes sense.*

Children will use their knowledge of the words and their meanings to complete the sentences in their practice books. Here children are learning to apply the words in the correct context. Once the children have completed the sentences, using the online resources to discuss and reveal the answers, children are to 'Tick and Fix their work.

### 7.5 **Session 5**

#### 7.5.1 **Team teach**

*Purpose: for children to work as a group to review words from the current unit*  
Working in groups of between 4-6, the children are to order the spelling words into levels of difficulty, by identifying and discussing the challenging part of each word. Then once each group has decided their order, they are to share with the class, where they can discuss difference and similarities.

#### 7.5.2 **Jumping Orange Words.**

*Purpose: to help children recall the spellings of red and orange words.*

Teacher each have a jumping orange words box. Teachers read out 6 words from the box and children write them in their practice books. Words can only jump out of the box when we feel like everyone can spell them confidently. They go back in again if spelt incorrectly.



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## **8. Supporting Children Outside the Programme**

### **8.1 Spelling across the curriculum**

Not only are spelling taught explicitly throughout the RWI spelling programme, but opportunities also to teach and secure spelling are maximised throughout the wider curriculum (See marking and feedback policy).

### **8.2 Home Spelling Folders**

All children now have a Home Spelling folder. These, too, are important in helping them to practise the spellings they need to learn from each unit, along with the common exception words. The sheet contains a range of ways for the children to practice their spelling words, from writing it small to writing in different colours. The children will receive a new sheet every time they begin a new unit of spellings. (See Appendix - C)

## **9. Activities for learning challenging words**

### **9.1 Mnemonics**

Use phrases to help children learn quickly the tricky bits of words, or help them to think of their own shared mnemonic:

- Would, could, should, shoulder: oh you (u) lovely darling
- Rough, enough, though, thought, bought: oh you (u) great hooligan
- Caught, daughter, naughty, laugh: ants usually get hot
- Said: it's got an 'a' and an 'I', but I don't know why
- Because: big elephants can't always use small entrances. Draw an illustration and label this phrase.

Use the following method to explain the mnemonics, e.g. 'would, could, should, shoulder' (tricky bit: ould):

- Write the word on the board.
- Say the word; 'would'.
- Say the spelling in letter names: 'W-O-U-L-D', but read out the tricky bit in a silly voice: 'O-U-L-D.
- Say 'oh you lovely darling' in a silly voice.
- Say the whole spelling again.
- Repeat this method with the other words.



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- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, and then silently.

**NB: don't use too many mnemonics. Sometimes it is easier to remember the word than the mnemonic.**

## 9.2 Say it as it looks

Simply pronounce the word in a silly voice by the way it looks and then as we say it normally.

- What, watch, was (say a as in apple).
- Pretty (say e as in egg).
- Two (say twoh).
- Does, doesn't (say oe as in toe).
- Mother, another, brother (say o as in hot).

Use the following method to say it as it looks, e.g. 'What, watch, was'.

- Write the word on the board.
- Say the word: 'What' (say a as in apple).
- Say the word within a sentence: 'What (as in apple) do you think you're doing?'
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say it out loud.

## 9.3 Word in a word

Sometimes it helps to notice that there is a word within a word and that can help us to spell it.

- Busy on a bus
- One thing I have gone and done
- Business on the bus
- Or work, word, worse



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- Ear in learn, earth, heart
- Our in your and four
- Me in come and some
- All in small, ball, tall
- Any in many

Use the following method to draw attention to words within words, e.g. 'busy on the bus':

- Write the phrase on the board.
- Say 'it's busy on the bus' (say 'bussy', not bizzy).
- Say the spelling in letter names: 'B-U-S', but say U in a silly voice.
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

#### **9.4 A sticky letter**

Some words are often spelt incorrectly because of one unexpected or 'sticky letter'.

Write the words with the sticky letter big and then draw something in the shape of the letter:

- O in people: draw a face.
- I in friend: draw your friend ~ dot for the head, stick for the body.
- I in juicy: draw a lolly or fruit.
- U in build: draw a house
- L in walk and talk: draw a leg
- U in biscuit: draw half a biscuit
- O in young: draw a baby in its cot
- W in who: draw a worm

Use the following method to show sticky letters, e.g., people:

- Write the word on the board.



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- Say the word: 'People'.
- Ask the children which is the sticky letter (O).
- Draw a picture of a face inside the O.
- Say the spelling in letter names: 'P-E-O-P-L-E', but say 'O' in a cross voice, as though telling off the letter.
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

### 9.5 Rap it!

Say the word, then the graphemes in a rhythm and then repeat the word again.

- Where – wh-ere – where
- There – th-ere – there
- Were – w-ere – were

Use the following method to 'rap it', e.g. 'Where':

- Write the word on the board.
- Say the word: Where.
- Say the spelling in letter names, running together the letter names that make a grapheme: 'WH-ERE' double-u-aitch-ee-aree.
- Develop a rap rhythm as you say the letter names: 'WH-ERE'.
- Repeat the method with the other words.
- Then rub all the words of the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.



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## ***Appendices***

### ***Appendix A - Read, Write, Inc. Spelling - Curriculum matching chart***





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**Appendix B -**  
**Read, Write, Inc. Spelling -**  
**Curriculum matching chart**



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## ***Read Write Inc. Spelling Year 2***

### **Curriculum in England matching chart**

<b>National Curriculum English programmes of study Year 2</b>	<b><i>Read Write Inc. Spelling</i></b>
<b>Reading – word reading</b>	
<b><i>Pupils should be taught to:</i></b>	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<b>Writing – transcription</b>	
<b><i>Pupils should be taught to:</i></b>	
<b><i>Spell by:</i></b>	
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online.



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	<i>Jumping Red words – every unit.</i>
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A Special focus 5: Contractions and apostrophes (p.40).</i> <i>Practice Book 2B Special focus 6: Contractions and apostrophes (p.43).</i>
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A Special focus 7: Possessive apostrophes (p.54).</i> <i>Practice Book 2B Special focus 7: Possessive apostrophes (p.43).</i>
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A Special focus 2: Homophones (p.19).</i>

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	<i>Practice Book 2B Unit 13: Adding the suffix –ment (p.44).</i> <i>Practice Book 2B Unit 6: Adding the suffix –ness 1 (p.19)</i> <i>and adding the suffix –ness 2 (p.23).</i> <i>Practice Book 2B Unit 11: Adding the suffix –ful (p.37).</i> <i>Practice Book 2B Unit 12: Adding the suffix –less (p.40).</i> <i>Practice Book 2A Unit 5: Adding the suffix –ly (p.20).</i>
Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> .	See <u>Appendix 1</u> grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

<b>English Appendix 1: Spelling Year 2 content</b>	<b><i>Read Write Inc. Spelling</i></b>
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The <i>j</i> sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <i>c</i> .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The <i>n</i> sound spelt <b>kn</b> and <b>gn</b> .



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The /r/ sound spelt <i>wr</i> at the beginning of words.	Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
The /l/ or /əl/ sound spelt <i>-le</i> at the end of words.	Year 2B Unit 8 Words ending in <b>-le</b> .
The /l/ or /əl/ sound spelt <i>-el</i> at the end of words.	Year 2B Unit 9 Words ending in <b>-el</b> .
The /l/ or /əl/ sound spelt <i>-al</i> at the end of words.	Year 2B Unit 10 Words ending in <b>-al</b> .
Words ending <i>-il</i> .	Year 2B Special Focus 3 Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The /aɪ/ sound spelt <i>-y</i> at the end of words.	Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
Adding <i>-es</i> to nouns and verbs ending in <i>-y</i> .	Year 2B Unit 15 Adding the suffix <b>-es</b> (where the root word ends in <b>y</b> ).
Adding <i>-ed</i> , <i>-ing</i> , <i>-er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it.	Year 2A Unit 13 Adding the suffix <b>-ed</b> (2) (swapping <b>y</b> for <b>i</b> ). Year 2B Unit 3 Adding the suffixes <b>-er</b> or <b>-est</b> (2) (swapping <b>y</b> for <b>i</b> ).
Adding the endings <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it.	Year 2A Unit 4 Adding the suffix <b>-y</b> (2) (to words ending in <b>e</b> ). Year 2A Unit 9 Adding the suffix <b>-ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ). Year 2A Unit 14 Adding the suffix <b>-ed</b> (3) (dropping <b>e</b> to add <b>-ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>-er</b> or <b>-est</b> (1) (words where no change is needed; words ending in <b>e</b> ).
Adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 2A Unit 3 Adding the suffix <b>-y</b> (1) (to words ending in a short vowel and a consonant). Year 2A Unit 8 Adding the suffix <b>-ing</b> (1) (to words ending in a short vowel and a consonant). Year 2B Unit 4 Adding the suffixes <b>-er</b> or <b>-est</b> (3) (doubling consonant, where the root word ends in short vowel plus consonant).
The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i> .	Year 2A Unit 1 The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> .
The /ʌ/ sound spelt <i>o</i> .	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /i:/ sound spelt <i>-ey</i> .	Year 2B Unit 5 The <b>ee</b> sound spelt <b>ey</b> .
The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i> .	Year 2A Unit 11 The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> .
The /ɜ:/ sound spelt <i>or</i> after <i>w</i> .	Year 2B Special Focus 5 The <b>ir</b> sound spelt <b>or</b> after <b>w</b> .



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The /ɔ:/ sound spelt <b>ar</b> after <b>w</b> .	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /z/ sound spelt <b>s</b> .	Year 2B Special Focus 3 Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The suffixes <b>-ment</b> , <b>-ness</b> , <b>-ful</b> , <b>-less</b> and <b>-ly</b> .	Year 2A Unit 5, <b>-ly</b> Adding the suffix <b>-ly</b> (to words to make adverbs). Year 2B Unit 6, <b>-ness</b> (1) Adding the suffix <b>-ness</b> (1) (adding to a root word with no change to the root word). Year 2B Unit 7, <b>-ness</b> (2) Adding the suffix <b>-ness</b> (2) (swapping <b>y</b> to <b>i</b> ). Year 2B Unit 11, <b>-ful</b> Adding the suffix <b>-ful</b> Year 2B Unit 12, <b>-less</b> Adding the suffix <b>-less</b> . Year 2B Unit 13, <b>-ment</b> Adding the suffix <b>-ment</b> .
Contractions.	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 6 Contractions and apostrophes.
Possessive apostrophe (singular nouns).	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes.
Words ending in <b>-tion</b> .	Year 2B Unit 14 Words ending in <b>-tion</b> .
Homophones and near-homophones.	Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones.
Common exception words.	Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .



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***Read Write Inc. Spelling Years 3–4***  
**Curriculum in England matching chart**

<b>National Curriculum English programmes of study Year 3/4</b>	<b><i>Read Write Inc. Spelling</i></b>
<b>Reading - word reading</b>	
<b><i>Pupils should be taught to:</i></b>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

(See Handbook p.48 for match to Programme of study Year 3/4: Writing – transcription objectives.)

<b>English Appendix 1: Spelling Years 3 and 4 content</b>	<b><i>Read Write Inc. Spelling</i></b>
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter <b>y</b>
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short <b>u</b> sound spelt <b>ou</b>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b>



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	<p>Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b></p> <p>Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b></p> <p>Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b></p> <p>Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-, in-, mis-</b> and <b>dis</b></p> <p>Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b></p>
The suffix <b>-ation</b>	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
The suffix <b>-ly</b>	<p>Year 3 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)</p> <p>Year 4 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>Year 3 Unit 5 Words ending in <b>-ture</b></p> <p>Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b></p>
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
The suffix <b>-ous</b>	<p>Year 3 Unit 3 Adding the suffix <b>-ous</b></p> <p>Year 4 Unit 7 Words ending in <b>-ous</b></p>
Endings which sound like /ʃən/, spelt <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian</b>	<p>Year 3 Unit 9 Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b>)</p> <p>Year 3 Unit 10 Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b>)</p> <p>Year 4 Unit 13 Adding the prefix <b>super-</b></p> <p>Year 4 Unit 14 Adding the prefix <b>sub-</b></p>
Words with the /k/ sound spelt <b>ch</b> (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Words with the /ʃ/ sound spelt <b>ch</b> (mostly French in origin)	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French in origin)	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Words with the /s/ sound spelt <b>sc</b> (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt <b>ei</b> , <b>eigh</b> , or <b>ey</b>	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei</b> , <b>eigh</b> , <b>ey</b>
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones



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	Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

### *Read Write Inc. Spelling Years 5–6* Curriculum in England matching chart

<b>National Curriculum English programmes of study Year 5 &amp; 6</b>	<b><i>Read Write Inc. Spelling</i></b>
<b><i>Reading - word reading</i></b>	
<b><i>Pupils should be taught to:</i></b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <i>English Appendix 1</i> , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
<b><i>Writing - transcription</i></b>	
<b><i>Spelling (see English Appendix 1)</i></b>	
<b><i>Pupils should be taught to:</i></b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of <i>Spelling Appendix 1</i> below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3.





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	Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

(See Handbook p.49 for match to Programme of study Year 5/6: Writing – transcription objectives.)

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəʊs/ spelt -cious or -tious.	Year 5 Unit 10 Words ending in <b>shus</b> spelt <b>-cious</b> Year 5 Unit 11 Words ending in <b>shus</b> spelt <b>-tious</b>
Endings which sound like /ʃəʊl/.	Year 5 Unit 12 Words ending in <b>shul</b> spelt <b>-cial</b> or <b>-tial</b>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.	Year 5 Unit 6 Words ending in <b>-ent</b> Year 5 Unit 7 Words ending in <b>-ence</b> Year 5 Unit 9 Words ending in <b>-ant</b> , <b>-ance</b> and <b>-ancy</b>
Words ending in -able and -ible.	Year 5 Unit 2 Words ending in <b>-ible</b> Year 5 Unit 3 Words ending in <b>-able</b>
Words ending in -ably and -ibly.	Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b> Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>



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Adding suffixes beginning with vowel letters to words ending in -fer.	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The <b>ee</b> sound spelt <b>ei</b> Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string <b>ough</b> Year 6 Special focus 1 Words containing the letter-string <b>ough</b>
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b> Year 6 Unit 8 Silent letters ( <i>silent <b>k, g, l, n</b></i> )
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	<p>Year 5 Special focus 1 (Orange words)  Year 5 Special focus 3 (Orange words)  Year 5 Special focus 4 (Orange words)  Year 5 Special focus 6 (Orange words)  Year 5 Special focus 7 (Orange words)  Year 5 Special focus 9 (Orange words)  Year 5 Special focus 10 (Orange words)  Year 5 Special focus 11 (Orange words)  Year 5 Special focus 12 (Orange words)  Year 6 Special focus 2 (Orange words)  Year 6 Special focus 4 (Orange words)  Year 6 Special focus 5 (Orange words)  Year 6 Special focus 7 (Orange words)  Year 6 Special focus 8 (Orange words)  Year 6 Special focus 11 (Orange words)</p> <p>Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.</p>



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## **Appendix C -** **Intervention**

Nessy is an educational company that specializes in early literacy. The Nessy program helps develop and embed phonics encoding and the spelling of CEW. At Roskear, we use Nessy as an intervention for spelling to support our learners to close gaps or barrier p in their learning of spelling.

<b><i>Target group</i></b>	<b><i>Provision</i></b>	<b><i>Implemented by</i></b>	<b><i>Monitored by</i></b>
Children with dyslexic tendencies	4 x 20 minutes session (out of class)	Class Teachers	SENCo
Children working below in RWInc. (experiencing difficulties)	4 x 20 minutes session (out of class)	Class Teachers	RWI lead
Children with specific spelling gaps/barriers impacting the overall	4 x 20 minutes session (in class)	Class Teachers	Writing lead



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## **Appendix D -** **Supporting spelling practice documents**



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# *Spelling homework sheet*



Name: <hr/>	Write it small	Write it big	Write it in different colours	Write it with your other hand	Write it with your eyes closed	Fold over and write the word.
The Word						