



Read Write Inc. Spelling

K. MOORCROFT & L. FITCH – OCTOBER 2015



Why is spelling important?

- ▶ English has the most complex alphabetic language in the world due to our inheritance of other languages such as: Latin, French, Greek and German.
- ▶ German, Italian, Spanish, Finnish, Polish, Greek and Welsh children learn to read and spell quickly because their speech sounds are written down, more or less, the same way in every word - simple alphabetic code.
- ▶ English has many more ways of writing one sound.
- ▶ RWI Spelling is based on the sound-based writing system and builds on phonic knowledge.
- ▶ Process is cumulative and explicit teaching is continually practised and reinforced until committed into the children's long term memory.



Spelling test...

Accommodate

Parliament

Nuisance

Pronunciation

Foreign

Privilege



Why is spelling important?

rubble duck chemist skin catch daddy photo huff giggle germ
 judge barge bell lamb autumn tummy know gnaw funny ring
 bank happy wrap carry circus pass piece sense caution special
 bottle thin give which buzz was

<i>b</i> (boot)	<i>c</i> (cat)	<i>ch</i> (chips)	<i>d</i> (dog)	<i>f</i> (fish)	<i>g</i> (gate)	<i>h</i> (hen)	<i>j</i> (jam)	<i>l</i> (leg)	<i>m</i> (moon)	<i>n</i> (net)	<i>ng</i> <i>nk</i>
<i>bb</i>	<i>ck</i> <i>ch</i> <i>k</i>	<i>tch</i>	<i>dd</i>	<i>ph</i> <i>ff</i>	<i>gg</i>		<i>g</i> <i>dge</i> <i>ge</i>	<i>ll</i>	<i>mb</i> <i>mn</i> <i>mm</i>	<i>kn</i> <i>gn</i> <i>nn</i>	<i>ng</i> <i>nk</i>

<i>p</i> (pen)	<i>qu</i> (queen)	<i>r</i> (red)	<i>s</i> (sun)	<i>sh</i> (shell)	<i>t</i> (tree)	<i>th</i> (thumb)	<i>v</i> (vet)	<i>w</i> (web)	<i>x</i> (exercise)	<i>y</i> (yak)	<i>z</i> (zebra)
<i>pp</i>		<i>wr</i> <i>rr</i>	<i>c</i> <i>ss</i> <i>ce</i> <i>se</i>	<i>ti</i> <i>ci</i>	<i>tt</i>	<i>th</i>	<i>ve</i>	<i>wh</i>			<i>zz</i> <i>s</i>

head gym make train eight dream happy theme chief kite tie
 by tidy smoke toe go boat blue chew rude put father snore
 poor law bought author bear care burn verb brown spoil deer

<i>a</i> (at)	<i>e</i> (hen)	<i>i</i> (in)	<i>o</i> (on)	<i>u</i> (up)	<i>ay</i> (day)	<i>ee</i> (see)	<i>igh</i> (high)	<i>ow</i> (blow)
	<i>ea</i>	<i>y</i>			<i>a-e</i> (<i>ai</i>) <i>eigh</i>	<i>ea</i> <i>y</i> <i>e-e</i> <i>ie</i>	<i>i-e</i> (<i>ie</i>) <i>y</i> <i>i</i>	<i>o-e</i> (<i>oe</i>) <i>o</i> <i>oa</i>



<i>oo</i> (zoo)	<i>oo</i> (look)	<i>ar</i> (car)	<i>or</i> (for)	<i>air</i> (fair)	<i>ir</i> (whirl)	<i>ou</i> (shout)	<i>oy</i> (boy)	<i>ire</i> (fire)	<i>ear</i> (ear)	<i>ure</i> (pure)
<i>ue</i> <i>ew</i> <i>u-e</i> (<i>u</i>)	<i>u</i>	<i>a</i>	<i>ore</i> <i>oor</i> <i>aw</i> <i>ough</i> <i>au</i>	<i>ear</i> <i>are</i>	<i>ur</i> <i>er</i>	<i>ow</i>	<i>oi</i>		<i>eer</i>	



What is Read Write Inc. Spelling?

- ▶ Fast paced, systematic spelling programme for Years 2 - 6 (children access the scheme when they have completed grey books or are a level 2a reader).
- ▶ Tried and proven to be effective in schools across UK.
- ▶ Allows children to spell with confidence and learn the way in which words are put together.



Resources...

- ▶ Log and Learn book (2a and 2b, 3 and 4, 5 and 6): Record own words to revise and ongoing assessment
- ▶ Practice books: Contain partner, group and independent activities



Structure of the programme...

- ▶ 14 units and special focus units
- ▶ Spelling patterns
- ▶ Orange and red words:
 - **Orange words** = words from 3 and 4 spelling list and 5 and 6 spelling list
 - **Red words** = common exception words (e.g. was, because)
- ▶ Practise tests
- ▶ Consolidation sessions
- ▶ Dictionary and thesaurus challenges
- ▶ Dictation

All of these things are outlined as required by the New National Curriculum 2014



Structure of a unit...

Session	Activities
1	Speed spell Spelling zone Dots and dashes
2	Rapid recap (online only) Word changers
3	Words to log and learn Dictation
4	Four-in-a-row Choose the right word
5	Team teach Jumping red/orange words



Session 1: Speed spell

Purpose: For children to consolidate their spelling of words from previous units.

Here the teacher will have chosen the 6 most challenging words from the previous unit for the children to remember in the 'speed spell'.

They are then discussed with their learning partner and marked, with any corrections being wrote in the 'Log & Learn' book.

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____

d _____ e _____ f _____

Circle any errors. Write the corrected spellings in your Log Book.

Speed spell

Write today's corrected **Speed spell** words here.



Session 1: Speed spell

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____

d _____ e _____ f _____

Circle any errors. Write the corrected spellings in your Log Book.

Speed spell

Write today's corrected **Speed spell** words here.



Session 1: Spelling zone

Purpose: To introduce children to the focus of the unit.

Here the children watch a video which introduces the spelling rule. These are introduced by the 'Humaliens'.

Gamma: He loves sport so his explanations are often related to his recent Zoneball matches or sporting adventures.

Zeta: She is interested in singing and music, so she will often shares rhymes or jingles in her videos.

Mu: He is an adventurer, historian, time traveller, code-breaker and archaeologist. If a spelling focus is related to the history and etymology of a word, he might travel back in time to find out more about it.

Once the children have watched the video, they complete spelling zone activities in their Practice Books. Quite often there is a rhyme to help the children learn the rule by heart.



Session 1: Spelling zone



Today's Spelling Zone Focus

Words with silent letter **t**

Explanation

Way up high,
I watch and **listen**
as asteroids **whistle**
and meteors **glisten**.

Comets **jostle**
with shooting stars
and the spinning planets
Venus and Mars.

I'm **nestled** in silence,
like a bird in a tree.
No **hustle** and **bustle**;
just the universe and me.

Spelling zone

1 Read the rule with your partner.

If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we **double** the consonant before adding the suffix **-ing**.



2 Complete the tables by adding **-ing** to the other root words.

put	putting	trip	
knot		nod	
drum		clap	

Tip: Never double the letters **w** or **x**.

3 Circle the two words below that need to be changed before adding **-ing** because they end in a short vowel and a consonant.

drop rain shock jump bat shout



Session 1: Dots and dashes

Purpose: To help the children match speed sounds to graphemes.

This builds on the knowledge that the children completed in the RWI Phonics programme. The children apply their knowledge of sound-grapheme correspondence by dotting and dashing the graphemes and counting the total number of sounds.

They are also given 'Weird Word Warnings' about any exceptions to the rule and give them tips on tackling this.



Session 1: Dots and dashes

Year 2A - Unit 8



Read Write Inc. Spelling 2A Dots and dashes

Spelling 2A Unit 8 File 8.2 Dots and dashes

Hand-out - Page 2

stop	
trot	
shop	
grab	
split	

slip	
flap	
grip	
chat	
shrug	

nod	
prod	
begin	
drop	
run	



Session 1: Dots and dashes

Year 2A - Unit 8



Read Write Inc. Spelling 2A Dots and dashes

Spelling 2A Unit 8 File 8.2 Dots and dashes

stop	4
trot	4
shop	3
grab	4
split	5

slip	4
flap	4
grip	4
chat	3
shrug	4

nod	3
prod	4
begin	5
drop	4
run	3



Session 2: Rapid recap

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

Here the children revisit the 'Spelling Zone' and are greeted by the character that introduced the rule yesterday. They have a recap of what their key spelling rule is with its rhyme or phrase.



Session 2: Word changers

Year 2A - Unit 8

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

Children are reminded of what a root word is. The children are shown how a prefix/suffix can be attached to the root, which changes the word meaning, even changing the word class in some cases.

The teachers also let the children know of any tips or 'Weird Word Warnings' for exceptions to the rule.

For example:

Root = dot suffix = ing → dotting

Root - happy prefix = un → unhappy



Session 2: Word changers

Year 2A - Unit 8

root word	root word + suffix -ing
prod	prodding
begin	
spin	
nod	

root word	root word + suffix -ing
shrug	
drop	
skip	
run	



Session 2: Word changers

Year 2A - Unit 8

root word	root word + suffix -ing
prod	prodding
begin	beginning
spin	spinning
nod	nodding

root word	root word + suffix -ing
shrug	shrugging
drop	dropping
skip	skipping
run	running



Session 3: Words to log and learn

Purpose: For children to identify and record the words they need to practise.

The children pick 6 words from the dots and dashes and word changers that they have found tricky. They circle the tricky part of the word that they find hard to remember and discuss it with their partner. In partners they discuss tips for learning the word.

These words can also be any red or orange words they are misspelling.

- ▶ **These are the words they practise at home.**
They will be written in the log and learn book
These will be the words the children practise to spell in the speed spell.

Words to log and learn

Write your new words to practise here. Circle the part of each word that is hard to remember.



Session 3: Dictation

Purpose: To help children practise the spellings in the context of a sentence.

For the dictation session, the children work in partners - Partner 1 reads the sentence and watches as Partner 2 writes it in their practise book. Partner 1 then ticks each word in the sentence if Partner 2 has got it right. If there is an error, they amend the word.

The partners swap roles after each sentence. There are two sentences for each partner.



Session 4: Four-in-a-row

Purpose: To help children recall the spellings of words practised.

Four-in-a-row is a game-style activity where pupils choose a word from dots and dashes and word changers that they think will be a challenge for their partner.

The partner writes the word without help from their partner.

If they have got it right, they can tick one circle in the Practice Book. If it is wrong the partner amends it.

The partners swap roles after each word. The challenge is to see if the children can spell four words in a row correctly.



Session 5: Team teach

Purpose: For children to work as a group to review and revise words from the current unit and words from their Spelling Log Books.

The partners join to make teams of 4-6. The children have 10 word cards with words that they have found challenging that week/unit. The children work together to order the words in difficulty by identifying the challenging part of each particular word. Each team selects a team leader to stack the words with the easiest on top. The team leader then calls out the words for the others to spell and checks that they have spelt it correctly.



Session 5: Jumping red/orange words

Purpose: To help children recall the spellings of Red and Orange words.

The teacher have a cards of the red and orange words , as well as words that the children are commonly misspelling. The teacher will then read out 6 words from the box and ask children to write them in their Practice Book. The words can only 'jump out' of the box when everyone is confidently spelling them: they must go back into the box if they are spelt incorrectly.

Children can note down any red or orange words they want to practise and ones they already know.

Red words are common exception words from Year 1 and 2 National Curriculum Spelling list.

Orange words are the words from the Years 3 and 4, Years 5 and 6 National Curriculum Spelling lists.



Spelling assessment

The traditional Friday spelling test will not occur. This will now take place on through the Monday 'Speed Spell' sessions.

There will be termly assessments that the children will complete along with other Grammar and Punctuation tests.



How to support your child with Spelling at home...

- Spelling strategies
- Glossary of terminology
- Example of activities
- Red and orange words



Any questions?

