



English: Spelling

Once children in Year 1 graduate from our phonics programme, so we start to teach spelling using Ruth Miskin's, Read, Write Inc Spelling. This ensures a seamless progression from Early years to Key Stage 2.

Read Write Inc (RWI) Spelling is an interactive programme which teaches spellings in a fun and engaging way. Each unit is introduced with a short video. It helps children to learn spellings with common patterns and uses rules to help them recall spellings as well as teaching exceptions to these rules. The programme also has 'special focuses' which look at aspects such as homophones, apostrophes, word families and silent letters.

We teach RWI Spelling for 15-20 minutes daily and there is a range of teacher-led activities, paired work and independent tasks. Most weeks, classes will focus on a new spelling unit. Some weeks, classes may focus on special focuses or have consolidation sessions. Children use a RWI Spelling Workbook in class alongside a spelling jotter (or workbook in Primary 4) which they will take home to complete homework tasks.

English is a complex language

English is one of the most complex alphabetic codes in the world. There are more than 150 spellings of 44 speech sounds and 26 alphabet letters.

Read Write Inc. Spelling – Sounds Chart

Consonant sounds

b bb	c ck ch que	d dd	f ff ph	g gg gu gue	h	j g ge dge	l ll le	m mm mb	n nn kn gn	ng nk
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y z zz s se

Vowel sounds

a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou
oo a	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure

The RWI Complex Speed Sounds charts are displayed in all our classrooms. The chart shows the most common graphemes used to spell 44 speech sounds (phonemes). For example: the long vowel sound 'ay' can be spelt as 'ay - may I play', 'a-e - make a cake', 'ai - snail in the rain', 'eigh - as in eight neighbours', 'a - as in maple bacon', 'ei - as in beige, vein and reign', 'ey - as in hey, they, survey' and 'aigh as in straight or laigh'.

Spelling Units and activities

This is what a typical Spelling Unit week at ESMS will look like:

Session	Activities
1 30 mins	Speed spell Spelling zone Dots and dashes Words to log and learn
2 15 mins	Rapid recap Word changers Dictation
3 15 mins	Four-in-a-row Choose the right word Red and Orange words
4 15 mins	Team teach Red and Orange words

Speed Spell - This is quick opportunity to review spelling words the children learnt the previous week. To support learning, it is important to create time to revisit previously-learnt knowledge.

Spelling Zone - This is a short video, led by three humaliens (Zita, Gama and Mew) who live on Spelling Zone Planet. Using their expert spelling knowledge, they guide the children through the week's spelling rule and give the children to opportunity to participate throughout.



Dots and Dashes - This is where children identify the sounds (phonemes) that are used to make up the word. A dot is drawn if one letter (grapheme) makes one sound; a dash is drawn if two or more graphemes make one sound and a 'smile' is drawn to indicate a split grapheme (e.g., a-e, i-e, o-e).

Examples:

bad
splash
stretch
make

We encourage children to break words into syllables to support their spelling. However, we also teach that within those syllables there are sounds that they can dot, dash and count. Examples:

croc/o/dile
croc/o/dile
... . . .
ac/cept/ance
ac/cept/ance
... . . .

Words to Log and Learn - Children will choose up to 10 words from the week's spelling unit that they are less familiar with to write into their spelling jotter. They will take these words home to practice. In addition to this, children will have a small number of red/orange words (between 3-6) to practice at home, too.

Rapid Recall - This is quick opportunity to review the spelling rule/focus of the week, referring back to the Spelling Zone video.

Word Changers - The purpose of this activity is to help children understand how a root word is affected by a suffix or prefix.

Examples:

root word	root word + suffix -ation
plant	plantation
inform	information
explain	explanation
tempt	temptation

1.

root word	suffix	root word + suffix
parachute	-ing	parachuting
machine	-ery	machinery
chute	-s	chutes

2.

Dictation - Children work in partners to read a dictation sentence to one another. The purpose of this is to allow children to practise the focus spellings in the context of a sentence. It is an opportunity to practise handwriting and punctuation, too.

Four-in-a-row - Children work in partners to practise spelling the focus words. The aim of the game is to get four 'ticks' in a row.

Choose the Right Word - The purpose of this activity is to support children choose the correct spelling so a sentence makes sense. This provides opportunities to reinforce grammatical concepts such as plurals and tenses.

Examples:

definite

definitely

thoughtless

thoughtful

thought

1 We are going on holiday this year.

2 It is now that the competition will go ahead.

3 Jazz that the cat looked adorable.

4 Imran looked as he read the letter.

1.

international

national

intercity

city

1 Can you describe your country's flag?

2 Each country sent their leader to an meeting.

3 Edinburgh is the capital of Scotland.

4 The fastest trains can travel at more than 300

2. kilometres per hour.

Team Teach - At the end of the week, the children work in small groups to review and revise words from the current unit, along with previously taught words that may need revisiting.

Red and Orange Words - During two sessions each week, teaching will focus on red and orange words. Red words are common words that have an unusual spelling of a particular sound (e.g., said, the, would, my). Orange words are common words that are often misspelt by adults and are derived from the National Curriculum for England.

RWI Spelling uses five strategies to help teach red and orange words:

1) Mnemonics - A mnemonic connects something that is hard to remember with something memorable. These are used sparingly as they can become confusing.

ould – **oh** you lucky **duck** (should, would, could)

because – **big** elephants **can** **always** **understand** **small** elephants

rhythm – **rhythm** has **your** **two** **hips** **moving**

1.



2.

2) Say it as it looks - We teach children to 'say it as it looks' to help them remember the correct spelling.

3) Word in a word - We can help children to remember a spelling by noticing that there is a 'word in a word'. Examples:

w**or**k

w**or**d

w**or**se

1.

s**ma**ll

b**all**

t**all**

2.

4) A sticky letter - Sticky letters help when there is only one letter causing a problem. Examples:

guide
biscuit

1.

young
friend

2.

5) Rap it - We say the letter names in a rhyme to help children to remember the word.

Red Word List

- [RWI Spelling Red Words.docx](#)

Orange Word Lists

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

1.

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

2.

Homework

Spelling homework will be given out on a Monday and due back on Friday. Children will copy up to 10 words from the spelling unit's word bank at school on a Monday and bring these home to practise during the week. In addition to the unit words, children will have a small number of red/orange words to practise, too. They should complete Look and Cover and Write and Check (LaCaWaC) three times and class teachers will set an additional spelling homework task to complete.

Teachers sometime use Spelling Shed to assign tasks related to the spelling patterns that week for home learning.

Spelling Tests

Giving children weekly spellings to be tested (even when they do score 10/10!) does not mean that they will apply these in their own written work. With this approach to the teaching of spellings, we hope to support and encourage children to become both more confident and independent spellers which will help them become better writers. Revisiting spelling patterns and rules regularly is key to them becoming successful spellers.

Children will be tested at the end of each unit depending on the year group and units covered.

Helping at Home

Whenever possible, please help your child(ren) learn their words in their home learning records and their spelling unit and red/orange words each week. It is also beneficial to revisit spellings from previous weeks. There are several methods that you can use to support this:

- Ask your child to explain the rule for the week and get them to give you further example words that they may have focused on in class.
- Use a mini whiteboard. Children love using these and it encourages them to check their own work and wipe away any mistakes.
- Ask your child to spell the word with their eyes closed.
- Ask your child to write the word in the air with a finger as he/she is orally spelling the word to you.
- Help your child to check over their LaCaWaC words. If you find an error, ask your child to redo for accuracy.
- Play homophone games where you give them a word like right/write and they write you both spellings and show you on the complex sounds chart which graphemes they would choose to spell them right! Make sure they know which one is which!
- Play hold a sentence dictation where you give the child a short sentence with one of their spellings. This will help them to understand the meaning of the word and spell and punctuate correctly.
- Play dictionary games with your child. Encouraging your child to race against you in finding spelling words will not only support the spelling process, but speed up their use of a dictionary. Use this as an opportunity to discuss the meanings of words.

Impact:

Our expectation is that all children will leave Key Stage 1, lower KS 2 and upper Key Stage 2 having achieved the [statutory requirements set out for spelling](#) in the National Curriculum.

Monitoring and evaluation of effectiveness of this policy

The headteacher and English subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our English leader will sample English lessons during the year
Pupil voice	Samples on English during year, Governors reading to children weekly including PPG
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Arbor for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's English policy so that we can take account of new initiatives and research or any changes in the English curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if required.