Spelling success for the new National Curriculum

A guide to Read Write Inc. Spelling including an overview of a unit

OXFORD
Embed impressive spelling skills in just 15 minutes a day

*Read Write Inc. Spelling (new edition)* gets every child in your class spelling effortlessly. Specially created to meet the higher demands of the new curriculum spelling appendix, the programme offers everything you need to teach spelling quickly and easily.

- **Easy to slot in to your timetable.** Lessons are just 15 minutes a day.
- **Engages every child in your class.** Spelling rules and concepts are introduced by aliens from an exciting online spelling planet.
- **Builds confidence and teaches adventurous words.** A range of structured, cumulative activities embed understanding.
- **Records every child’s progress** through pupil Log Books.
- **Prepares children for the spelling component of the Key Stage 1 and 2 statutory assessments** – including practice tests to build children’s confidence.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TEACHING SUPPORT</th>
<th>PUPIL RESOURCES</th>
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<tr>
<td>Y2/P3</td>
<td>Oxford OWL</td>
<td>1 Teaching Handbook</td>
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<td>2 Practice Books</td>
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<td>1 Log Book</td>
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<td>Y3/P4</td>
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<td>1 Log Book</td>
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<td>Y4/P5</td>
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<td>1 Log Book</td>
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<td>Y5/P6</td>
<td>Oxford OWL</td>
<td>1 Practice Book</td>
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<td>1 Log Book</td>
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<tr>
<td>Y6/P7</td>
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<td>1 Practice Book</td>
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<tr>
<td></td>
<td></td>
<td>1 Log Book</td>
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</tbody>
</table>

Find out more at: [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)
Meet the demands of the new National Curriculum

Read Write Inc. Spelling meets the requirements of the new National Curriculum in England, ensuring children:

☑ spell new words correctly and have plenty of practice in spelling them... including exception words and homophones
☑ spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology [the study of the form of words] and etymology [the study of the origins and development of words]
☑ 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 about how spelling works in English.

Guide to Year 2 Unit 8

The following sample unit is from Year 2 (Unit 8, Adding the suffix –ing 1). It covers five 15 minute lessons. It relates to the section of the Year 2 curriculum shown below.

Please note that the teaching for this section is broken down into several units, to make it more manageable for Year 2 children. We teach -ing first and look at adding -ed, -er, -est and -y in separate units.

<table>
<thead>
<tr>
<th>Statutory requirements</th>
<th>Rules and guidance (non-statutory)</th>
<th>Example words (non-statutory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</td>
<td>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <strong>Exception:</strong> The letter ‘x’ is never doubled: <em>mixing, mixed, boxer, sixes.</em></td>
<td>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</td>
</tr>
</tbody>
</table>

Extract from the National Curriculum in England September 2013 English Appendix 1: Spelling - work for Year 2

Find out more at: www.oxfordprimary.co.uk
Introduce spelling rules and concepts in a fun and memorable way

Session One Activities
1. Speed spell – Quick review of previously-learnt words
2. Spelling zone – Introduces new spelling concept
3. Dots and dashes – Identifying each grapheme in focus words

The Spelling Zone video introduces the new spelling focus for the unit in a fun and memorable way.

Children work with a partner to share and consolidate their new knowledge.

Children strengthen their knowledge of root words by looking carefully at the sounds that make up words.

Answers are checked as a class on the interactive whiteboard to enable quick self- and peer-assessment by pupils.

Find out more at: www.oxfordprimary.co.uk
Use a proven approach underpinned by phonics

Session Two Activities

4. Rapid recap - Children recap Day 1 teaching with a partner
5. Word changers - Adding prefixes and suffixes to words

Children summarise what they have learnt in their own words in the Rapid recap, allowing you to check their understanding of the spelling concept.

Children learn how words are built up and change with the addition or subtraction of suffixes and prefixes to root words.

A range of teacher-led group, partner and individual activities keep all children engaged in the lessons.

Find out more at: www.oxfordprimary.co.uk
Session Three Activities

6. Words to log and learn - Identifying key words to practise
7. Dictation - Transcribing focus sentences

Provide clear evidence of every child’s progression

Children write words they find difficult to spell. They can practise these words at home – establishing a strong home-school link. You can use this list to track each child’s progression through the year.

Children write words in the context of sentences - providing excellent weekly practice in a format similar to the statutory spelling assessments.

Spelling tips remind children of the key points from the unit and help them when practise spelling at home.

Tip: If a word ends in a short vowel sound (+ a consonant), we double the consonant before adding -ing.

ru

n + ing

Running

Dictation

Take turns to read aloud one of the dictation sentences from Unit 8, p.55 (Partner 1) and p.56 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1

2

Four-in-a-row

Choose a word from Dots and dashes or Word changers and say it to your partner. Ask them to write it down. Circle any wrong letters. If the word is right, tick a shape in your partner’s book. Can you both spell four in a row correctly?

Jumping red words

Write the words you have been revising with your teacher below.

Children note words they find difficult to spell. They can practise these words at home – establishing a strong home-school link. You can use this list to track each child’s progression through the year.

Spelling tips remind children of the key points from the unit and help them when practicing spellings at home.

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Jumping red words

Write the words you have been revising with your teacher below.

Find out more at: www.oxfordprimary.co.uk
Use structured activities with lots of practice to create successful spellers

Session Four Activities
8. Four-in-a-row – Fun partner test of key words
9. Choose the right word – Using context to identify answers

The activities provide continuous assessment of the children’s ability to spell key words from the unit correctly.

Choose a word from Dots and dashes or Word changers and say it to your partner. Ask them to write it down. Circle any wrong letters. If the word is right, tick a shape in your partner’s book. Can you both spell four in a row correctly?

Take turns to read aloud one of the dictation sentences from Unit 8, p.55 (Partner 1) and p.56 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

Now work together to play Team teach.
Write the words you have been revising with your teacher below.

Session Five Activities
10. Team teach – Lively team review activity
11. Jumping red/orange words – Class check of word list words

Teacher and self-assessment culminates in the Team teach which allows children to review and test focus words from the current unit and words from their Spelling Log Books.

Another opportunity to do a quick test of frequently misspelled words.

Find out more at: www.oxfordprimary.co.uk
Unit 6  The sh sound spelt ti or ci

Speed spell
Write the speed spell words.

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

Spelling zone

1. Read the information with your partner.
   Text of the most common spellings of the sh sound in the middle of a word is as below.

2. Take turns to read the words below. Circle the letter that makes the sh sound. Understand the spelling.

   a. long
   b. extremely
c. a contest you try to win
d. feeling a new feeling
e. in particular
f. the course along which someone is travelling

g. helps you to understand something
h. value something you have

Word changers

Complete the table.

<table>
<thead>
<tr>
<th>Profile</th>
<th>read word</th>
<th>suffix</th>
<th>read word in plural and sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun</td>
<td>noun</td>
<td>ed</td>
<td>noun in the plural and sentence</td>
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<td>verb</td>
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<td>verb in the past tense</td>
</tr>
<tr>
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<td>adjective</td>
<td>-ed</td>
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<tr>
<td>adverb</td>
<td>adverb</td>
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<td>adverb in the present participle</td>
</tr>
<tr>
<td>interjection</td>
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<td>-ing</td>
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</tr>
<tr>
<td>adverb</td>
<td>adverb</td>
<td>-ly</td>
<td>adverb in the adverb form</td>
</tr>
<tr>
<td>adverb</td>
<td>adverb</td>
<td>-ed</td>
<td>adverb in the past tense and sentence</td>
</tr>
</tbody>
</table>

Thesaurus challenge

Some synonyms for one of the words in the table above are:

- intercontinental
- global

With your partner, find these words in a thesaurus.

Can you work out which word in the table is a synonym for these?

Find out more at: www.oxfordprimary.co.uk
Find all the guidance you need to assess your class with ease

Assessment in Read Write Inc. Spelling

Assessment is an integral feature of the Read Write Inc. Spelling programme. All children receive some type of assessment, whether self, peer, group or whole class. This formative assessment is used to act as ongoing monitoring for teaching and learning.

Using the pre-programme activities for Year 1 assessment and revision

The pre-programme activities can be used as assessment at the beginning of the programme. Assessments 1–4 review children’s Year 1 phonics knowledge and Activity 5 assesses their understanding of the concepts from the Year 1 spelling requirements for the National Curriculum in England (September 2013).

You can also use the online Practice tests for Year 1 to assess children’s understanding of the Year 1 concepts from the National Curriculum in England.

Marking spellings in children’s written work

It is important that children are encouraged to mark their own work, to show themselves how well they spell words they know, rather than re-spelling them correctly. This provides an excellent opportunity for children to self-monitor, to reflect on how accurately they can spell, and how accurately they are able to correct their errors.

Marking spellings in children’s written work can be used to assess children’s knowledge and their understanding of the key spelling concepts taught in Year 1. These tests can be used to reinforce learning.

Assessment in Read Write Inc. Spelling

The statutory end of Key Stage tests

Following the programme, the spelling programme will help prepare children for the spelling assessment at the end of Key Stage 1 and Key Stage 2.

The tests will draw on the range of strategies and morphological awareness specified in the statutory spelling appendix to the National Curriculum in England (September 2013), all of which are covered by Read Write Inc. Spelling. The tests may include words drawn from the word lists in the National Curriculum (covered by the Red and Orange words), but will not be limited to them.

How can I prepare children for the tests?

All the spelling skills and knowledge required for the statutory tests are embedded in the teaching and learning of the Read Write Inc. Spelling programme. Children are assessed in a variety of ways.

The pre-programme activities and Year 1 Practice tests can be used to assess children’s knowledge as well as their understanding of the key spelling concepts taught in Year 1 of the National Curriculum in England.

The tests and teachers’ assessment cover the spelling requirements of the National Curriculum in England (September 2013).

The words in the Word banks can be used for a variety of learning and revision purposes (see Activities for learning challenging words (p. 29-30)).

Consolidation sessions can be used to reinforce learning.

Spelling Log Books give children a sense of ownership over their own learning and are useful records of progress.

Red and Orange words are frequently discussed and practised through engaging activities.

Year 1 is the pre-entrance year’s learning and developing what has previously been taught (see practice activities on p. 25).

Practice tests are provided online. There is one for each term in every year group (the pre-programme activities and Year 1 Practice tests can be used to assess children’s knowledge and their understanding of the key spelling concepts taught in Year 1. These tests can be used to reinforce learning.

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Clear links show how every unit meets the new curriculum requirements.

Read Write Inc. Spelling content matched to National Curriculum English Appendix 1: Spelling

These grids show the unit order in the programme (with the correlating units alongside). The statutory end of Key Stage tests

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Clear links show how every unit meets the new curriculum requirements.
Give your pupils the support they need to feel confident with the new statutory assessments.

Read Write Inc. Spelling 2 Practice Test

Spelling task

1. __________________ the games were reduced in the sale.
2. The __________________ car turned left at the traffic lights.
3. It’s a really __________________ story.
4. Your idea is __________________ not going to work.
5. You can stroke the new kitten very __________________.
6. I am nearly as __________________ as my best friend Rick.
7. __________________ that’s all we have time for today.
8. The old sofa was going __________________ in the middle.
9. __________________ I forgot to check the time.
10. Does anyone know __________________ we are going?

Find out more at: www.oxfordprimary.co.uk
Get every teacher ready to teach Read Write Inc. Spelling with comprehensive training

Ruth Miskin Training and Development Days are both rated ‘outstanding’ by the DfE.

They are vital in ensuring your children get the best results using the Read Write Inc. programmes.

After training, your trainer supports you at every stage of implementation to:

- Organise clear and consistent classroom practice – no time is wasted
- Establish a cycle of masterclasses and observations – every member of staff is confident using our programmes
- Set up systems for assessment and tracking – no child is left behind.

Phone 01275 331230 to find out more and book in-school training.

Visit www.ruthmiskintraining.com to book individual staff members onto regional training courses near you.

Find out more at: www.oxfordprimary.co.uk
## Next Steps

1. **Order your Read Write Inc. Spelling resources**  
   Visit [www.oxfordprimary.co.uk/readwriteinc](http://www.oxfordprimary.co.uk/readwriteinc) or call 01536 452610.

2. **Book your Read Write Inc. Spelling training**  
   Visit [www.ruthmiskintraining.com](http://www.ruthmiskintraining.com) or call 01275 331230.

3. **Get more information on the other Read Write Inc. programmes**  
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<th>Year 2/P3</th>
<th>Year 3/P4</th>
<th>Year 4/P5</th>
<th>Year 5/P6</th>
<th>Year 6/P7</th>
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<tr>
<td>Get all your children reading and writing by six</td>
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<tr>
<th>Fresh Start</th>
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<td>Rescue your struggling readers and writers once and for all</td>
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<table>
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<tr>
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<td>Create lifelong readers and writers with exceptional discussion skills</td>
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