Wales: National Literacy Framework

*Read Write Inc.* Spelling uses a proven approach underpinned by phonics to teach spelling to children in Years 2–6 who are fluent readers. Throughout the programme, children are taught strategies to enable them to spell accurately, including understanding morphology and etymology, plus building and consolidating their knowledge of frequently misspelt words, exception words, tricky homophones and other words that are easily confused. The approach is structured and cumulative, building children’s accuracy and confidence year by year.

| Year group | Year 2  
*Read Write Inc: Spelling starts here* | Year 3  
*Practice Books 2A and 2B*  
*Log Book 2*  
*Online 2* | Year 4  
*Practice Book 4*  
*Log Book 3–4*  
*Online 3–4* | Year 5  
*Practice Book 5*  
*Log Book 5–6*  
*Online 5–6* | Year 6  
*Practice Book 6*  
*Log Book 5–6*  
*Online 5–6* |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| **Read Write Inc.**  
**Spelling resources** (Handbook covers all years) | Practice Books 2A and 2B  
Log Book 2  
Online 2 | Practice Book 3  
Log Book 3–4  
Online 3–4 | Practice Book 4  
Log Book 3–4  
Online 3–4 | Practice Book 5  
Log Book 5–6  
Online 5–6 | Practice Book 6  
Log Book 5–6  
Online 5–6 |
| **Literacy – Writing across the curriculum**  
**Writing Accurately**  
**Handwriting, Grammar, Punctuation and Spelling** | Learners are able to:  
- use spelling strategies such as segmenting, simple roots and suffixes, e.g. -ing, -ed  
- spell high-frequency words correctly | Learners are able to:  
- spell plural forms, e.g. -s, -es, -ies  
- use past tense of verbs consistently, e.g. consonant doubling before -ed  
- use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words  
- spell all high-frequency words correctly | Learners are able to:  
- use punctuation [..] apostrophes for omission, e.g. it’s (it is)  
- use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns | Learners are able to:  
- use the full range of punctuation to guide the reader in complex sentences, e.g. [..] apostrophes for possession  
- use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition | Learners are able to:  
- use strategies to spell correctly polysyllabic, complex and irregular words |
## Wales: Foundation Phase Framework and English in the National Curriculum for Wales

|------------|-----------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|

### Foundation Phase Framework for Children’s Learning for 3- to 7-year-olds in Wales

#### Writing: Skills
The Foundation Phase should enable children to enjoy experimenting with written communication and to make progress in their ability to:
- develop their ability to spell common and familiar words in a recognisable way.

#### Foundation Phase Outcome 5
Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonically plausible.

#### Foundation Phase Outcome 6
Spelling is usually accurate.

### Key Stage 2
English in the National Curriculum for Wales

#### Broadlines of progression in the level descriptions for writing

##### Use of skills in writing:
Important early understanding of spelling relates to letter strings and sound–symbol relationships (Level 1). Pupils then build on this understanding to spell increasingly complex words (Levels 2 to 5). Independence in spelling is seen in pupils’ ability to spell unfamiliar words (Level 6 to Exceptional Performance), and to check what they write.

#### Writing: Skills (6)
Pupils should be given opportunities to communicate in writing and to:
- develop and use a variety of strategies to enable them to spell correctly

##### Attainment target 3: Writing (Level 2)
Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible.

##### Attainment target 3: Writing (Level 3)
Spelling is usually accurate, including that of common, polysyllabic words.

##### Attainment target 3: Writing (Level 4)
Spelling conforms to regular patterns and is generally accurate.

##### Attainment target 3: Writing (Level 5)
Words with complex regular patterns are usually spelled correctly.

##### Attainment target 3: Writing (Level 6)
Spelling is generally accurate, including that of irregular words.