



# Spelling

At Roman Road, we want children to be able to spell with ease and be able to draw upon phonic knowledge as well as know useful spelling patterns and rules.

We use Read Write Inc. as our phonic reading scheme and the teaching of spelling occurs alongside reading within this programme. When children have learnt Set 1 and 2 Speed Sounds, they can spell any word phonetically.

As they progress to Set 3 sounds, children will learn alternative spellings for the same sound (e.g. 'ay', 'a-e', 'ai'). Although phonic knowledge underpins spelling after Key Stage 1, increasingly, children also need to understand the role of morphology (structure of words) and etymology (origin of words) within spelling. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in medicine with the letter 'c'. During Year 2, children should begin draw from their knowledge of spelling structure and root words.

Some words contain 'grotty graphemes' (different to the common ways of spelling sounds which the children learn) and these are called red words (in Read Write Inc) or common exception words (in the National Curriculum). Children need to be able to read these 'on sight' and spell them accurately. Every year from Year 1 – 6 have a list of common exception words which they will learn to read and spell.

At Roman Road, each year group follows a spelling framework based upon the National Curriculum. Spellings are sent home so parents/carers can support learning.

As well as spelling within Read Write Inc sessions, every year group teaches discrete spelling in 'Wizard Spelling' lessons. Spellings are taught in a fun way so that children revise rules, are taught new rules and are able to practise and apply what they are taught. Children learn through games, quizzes, investigation, mnemonics and editing texts during writing.



*Our year on year Progression Grids for Spelling are available to view below and all teachers have access to a comprehensive 'English File' containing useful training and documentation to support their practice.*

# **‘Read Write Inc.’ and the National Curriculum for Spelling**

## **EYFS and Key Stage 1 Spelling Progression & Planning Guidance**



At Roman Road, we have adopted and adapted this document which explains how Read Write Inc. fits with the National Curriculum for Spelling.

It was originally written for Gateshead Literacy Service by teachers who use Read Write Inc. in their schools.

It is to be used in conjunction with our Phonics Reading Document Overview.

We have also adapted it to suit the needs of our children at Roman Road and added extra information to include the Year 2 Spelling Curriculum.

Staff will teach spelling of Set 1, 2 and 3 Speed Sounds and 'red' (tricky) words within Read Write Inc. lessons. Children progress in Read Write Inc. at the rate of their reading and spelling is taught alongside reading by their reading teacher.

Spelling rules in the National Curriculum (which are not included in Read Write Inc.) will be taught within their 'home' class. Wherever necessary, staff will match spelling rules/patterns with complementary writing text types or Creative Curriculum themes to ensure learning is meaningful for children.

Staff will also use many other resources and methods to make spelling teaching and learning meaningful whilst children are in their 'home' classes.



	Reading and Spelling Programme of Study	Example words (non-statutory)	Read Inc	Write
<b>EYFS</b>	<p><b>Links to National Curriculum document</b></p> <ul style="list-style-type: none"> <li>All letters of the alphabet and the sounds which they most commonly represent</li> <li>Consonant digraphs which have been taught and the sounds which they represent (10)</li> <li>The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>Words with adjacent consonants</li> <li>Guidance and rules which have been taught</li> <li>Write simple phrases that can be read by others</li> </ul>		Set 1 & 2	
	<p><b>New Reading Curriculum: (EYFS)</b></p> <ul style="list-style-type: none"> <li>Becoming increasingly fluent and reads a range of books for enjoyment</li> <li>Includes everyday literacy artefacts in play, describes settings &amp; characters with increasing detail. Re-enacts and reinvents stories; Able to recall information</li> <li>Know information can be retrieved from books, computers and mobile digital devices</li> <li>Hears and says the initial sound in words</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them in reading short words</li> <li>Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Begins to recognise some written names of significant people in their life (e.g. Mam)</li> <li>Begins to link sounds to some frequently used digraphs and say the sounds for them</li> <li>Begins to read some high frequency words/common exception words and use knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> </ul>		N.B. Set 1 and 2 will cover Phase 1, Phase 2 and most of Phase 3 sounds (excluding these 'alternative'/ extra sounds which are part of Set 3 : ai, oa, ear, ure, er	
	<p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Children demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use this vocabulary during discussions</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Write simple phrases and sentences that can be read by others</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge, including some common exception words</li> <li>Write recognisable letters, mostly formed correctly</li> <li>Spell words by identifying sounds in them and representing sounds with a letter or letters</li> </ul>		Phase 4 sounds are initial/ final consonant blends. These are taught as part of assisted blending and word time sessions during RWInc.  Phase 5 sounds are mainly a mixture of Set 2 and 3 with the exception of 'wh', 'ph' (taught in Year 1) and 'ey' (taught in Year 2).	
<b>YEAR 1</b>	<p><b>Reading and Spelling Programme of Study</b></p>			
	<p><b>Reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>			
	<p><b>Spelling</b></p> <p>The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> <li>all letters of the alphabet and the sounds which they most commonly represent</li> <li>consonant digraphs which have been taught and the sounds which they represent</li> <li>vowel digraphs which have been taught and the sounds which they represent</li> <li>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>words with adjacent consonants</li> <li>guidance and rules which have been taught</li> </ul>			

The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give	Set 1
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<b>–ing</b> and <b>–er</b> always add an extra syllable to the word and <b>–ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>–ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky	
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz, ck if they come straight after a single vowel letter in short words.	off, well, miss, buzz, back <b>Exceptions: if, pal, us, but, yes</b>	
Division of words into syllables	Each syllable is like a 'beat'. This naturally occurs in RWInc. but Year 1 teacher could clap out the syllables or tap under chin. This is important for spelling. Be aware that words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset	
The /n/ sound spelt n before k		bank, think, hunk, sunk	
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy	Set 2
ar		car, start, park, arm, garden	
ee		see, tree, green, meet, week	
ir		girl, bird, shirt, first, third	
oo	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <b>zoo</b>	food, pool, moon, zoo, soon	
oo	Pronounced 'u' – be very clear on this pronunciation	book, took, foot, wood, good	
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound <b>Exception: you</b>	
igh		high, night, light, bright, right	
or		for, short, born, horse, morning	
air		air, fair, pair, hair, chair	
ore		more, score, before, wore, shore	

**\*\*Key understanding for future learning: Children MUST be taught the difference between vowels and consonants**

Statutory	Rules and Guidance	Example words (non-statutory)	RWI
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil	Set 3
a-e		made, came, same, take, safe	
i-e		five, ride, like, time, side	
o-e		home, those, woke, hope, hole	
u-e	Both the and ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> . /u:/ /ju:/	June, rule, rude, use, tube, tune	
ea		sea, dream, meat, each, read (present tense)	
ea		head, bread, meant, instead, read (past tense)	
er		(stressed sound): her, term, verb, person	
er		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest	
ur		turn, hurt, church, burst, Thursday	
oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal	
aw		saw, draw, yawn, crawl	
au		author, August, dinosaur, astronaut	
ear		dear, hear, beard, near, year	
ear		bear, pear, wear	
are		bare, dare, care, share, scared	
Words ending -y	The 'y' makes an 'ee' sound but it is at the end of the word.	very, happy, funny, party, family	
ow ow ue ew	Both the /u:/ and ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> . /ju:/	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	
ie		lie, tie, pie, cried, tried, dried	
ie		chief, field, thief	

**Remember to teach letter names alongside sounds in Set 3 and breaking words into syllables**

Statutory	Rules and Guidance	Example words (non-statutory)	RWI
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	Not covered in the Read Write Inc. Programme
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /Iz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches	
Adding the prefix <b>-un</b>	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock	
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. Clapping syllables on these words helps.	football, playground, farmyard, bedroom, blackberry	
-tch	Although 'ch' is a Set 1 sound, this 'tch' must be taught also. The sound is usually spelt as 'tch' if it comes straight after a single vowel letter.	catch, fetch, kitchen, notch, hutch Exceptions: rich, which, much, such	
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. Have these available for children on walls and/or on desks during writing times. Teach and re-teach throughout the year. Send home, have competitions. Test formally during assessment weeks and look for these when marking and formative assessment.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	
Days of the Week		Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	

**Remember!**

- In addition to spelling rules children must be taught to write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.**
- Reading should be taught alongside spelling**
- Children should be taught to recognise and use phonemes and graphemes**
- Children should be taught to verbally rehearse words before spelling**
- Children should be able to NAME the letters of the alphabet in order. This is to prepare them to distinguish between alternative spellings of the same sound – this occurs when children begin to learn Set 3 Sounds.**

Red words from Set 2 and 3 must also be taught (these are not in the new curriculum but are essential for access to RWI reading books):

all, any, anyone, are, bought, brother, call, caught, could, does, great, her, many, old, should, small, son, talk, tall, thought, two, walk, want, watch, water, what, worse, would, who

Sounds which are covered in RWI and are not in the new curriculum:

ire ure

Sounds which are covered in new curriculum and have recently been added to RWIinc after appearing in Y1 phonics screen:

e-e oe ue ie au kn

Year 1 children who are achieving above age related expectation and Year 2 children in line with expectations should follow the National Curriculum Spelling Programme.

**YEAR 2**

<b>YEAR 2</b>	<b>Reading and Spelling Programme of Study</b>	<b>Read Write Inc</b>
	<b>Reading</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	Revise Set 2 and read and spell speedy green words related to sounds.  Continue to teach reading and spelling of Set 3 from point where child is up to.
	<b>Spelling</b> As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	

<b>Statutory</b>	<b>Rules and Guidance</b>	<b>Example words (non-statutory)</b>	<b>Exceptions</b>	<b>RWI</b>
<b>Use g, dge and ge to make the j sound</b>	<p><i>The letter j is never used to make the j sound at the end of words in English</i></p> <p><b><u>At the end of a word:</u></b></p> <p>After a short vowel sound, use <b>dge</b></p> <p>After all other letters apart from short vowel sounds, use ge at the end of a word</p> <p>When the j sound is not at the end, the most usual spelling is g if it is followed by an e, i or y</p> <p>Before o, a and u, it is always spelt j</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, village, bulge, change</p> <p>gem, giant, magic, giraffe</p> <p>jacket, jar, jog, join, adjust</p>		<p>Revise Set 2 and read and spell speedy green words related to sounds.</p> <p>Continue to teach reading and spelling of Set 3 from point where child is up to.</p>
<b>s sound spelt c</b>	Before e, y and i, the s sound is spelt with a c	ice cell city fancy		
<b>n sound spelt using kn and gn</b>	No rule	knock know knee gnat gnaw		
<b>r sound spelt wr</b>	No rule	write written wrote wrong wrap		

Statutory	Rules and Guidance	Example words (non-statutory)	Exceptions	
<b>I sound at the end of a word</b>	<p>The most common spelling for the 'l' sound at the end of words is <b>le</b></p> <p>After m, r, s, v, w and n, (and sometimes s) it is spelt <b>el</b></p> <p>Many adjectives end in <b>al</b> (but not many nouns)</p> <p>Rarely, <b>il</b> is used but this doesn't follow a rule.</p>	<p>table, apple, bottle, little, middle</p> <p>camel, tunnel, squirrel, travel, towel, tinsel</p> <p>metal, pedal, capital</p> <p>pencil, fossil, nostril</p>	<p>hospital, animal</p>	<p>Revise Set 2 and read and spell speedy green words related to sounds.</p>
<b>The i sound spelt y</b>	<p>At the end of a word, the 'i' sound is usually spelt <b>y</b></p>	<p>fly, cry, dry, reply, July</p>		
<b>Adding es to nouns / verbs ending in y</b>	<p>When a word ends with a y, you change the y to an <b>i</b> before adding <b>es</b>.</p>	<p>cry – cries    baby – babies try – tries    carry - carries</p>		
<b>Adding suffixes to words ending: consonant y</b>	<p>Adding ed, er &amp; est, the y is changed to an i</p> <p>When adding ing, the y remains</p>	<p>copy – copied happy – happier, happiest reply – replies</p> <p>copying crying replying</p>		<p>Continue to teach reading and spelling of Set 3 from point where child is up to.</p>
<b>Adding ing, ed, er,est &amp; y to words ending: consonant e eg. like</b>	<p>The e is removed before adding ing, ed, er,est &amp; y or other suffixes beginning with a vowel letter.</p>	<p>hike- hiking, hiker nice – nicer, nicest shine - shiny</p>	<p>being – e remains</p>	
<b>Adding ing, ed, er,est &amp; y to one syllable words ending: single vowel, single consonant eg. Pat</b>	<p>The final consonant is doubled</p>	<p>pat – patted, patting hum – humming, hummed drop – dropped, dropping sad – sadder, saddest fat - fatter</p>	<p>x is never doubled: mixing boxer, sixes</p>	
<b>Words ending in ey (-ey words are part of Phase 5 'Letters and Sounds') Making words ending ey into plurals</b>	<p>When ey is used to make the 'ee' sound, you add an s to make it a plural</p>	<p>donkey – donkeys monkey – monkeys key – keys chimney – chimneys valley - valleys</p>		
<b>'or' sound spelt a</b>	<p>Before l or ll, the or sound is made using an a</p>	<p>ball call walk talk</p>		
<b>u sound spelt o</b>	<p>No rule</p>	<p>mother other brother Monday</p>		



Statutory	Rules and Guidance	Example words (non-statutory)	Exceptions	
<b>o sound spelt a</b>	After w and qu, you usually use 'a' to make the o sound	watch want wander quantity squash		Revise Set 2 and read and spell speedy green words related to sounds.
<b>ur sound spelt or</b>	After w, some words use <b>or</b> for the ur sound	<b>word</b> <b>work</b> <b>worm</b> <b>worth</b> <b>world</b>		
<b>or sound spelt ar</b>	After w, some words use <b>ar</b> for the or sound	<b>war</b> <b>warm</b> towards		
<b>'zsh' sound spelt s</b>	No rule	treasure television usual casual		Continue to teach reading and spelling of Set 3 from point where child is up to.
<b>Suffixes starting with consonants</b>	Suffixes starting with consonants are usually just added straight onto words.  With words with more than one syllable ending: consonant y <i>eg. merry the y must be changed to an i</i>	enjoy <b>ment</b> sadness careful playful hopeless badly  merry – merriment happy – happiness, happily plenty – plentiful penny – penniless	Argue – argument (take away the e)	
<b>Apostrophes for contractions</b>	An apostrophe must be used to show where letters are missing	can not – can't it is – it's has not – hasn't could not – couldn't I will – I'll		
<b>Apostrophes to show possession (singular nouns)</b>	When a noun 'owns something,' you use an apostrophe to show this.	Megan – Megan's doll Ravi – Ravi's book child – The child's pen man – The man's drink		
<b>Using tion to make the 'shun' sound</b>	No rule	station fiction motion national section		-tion is taught as part of RWInc Set 3
<b>Homophones / near homophones</b>	The spellings for different meanings need to be learnt.	there / their / they're here / hear see / sea bare / bear to / two / too be / bee blue / blew night / knight one / won quiet / quite		

Children in Year 2 are also taught '**common exception words**' which are words that do not follow regular rules. Sometimes local accents can affect whether a word follows a rule as it is pronounced differently. Great, break and steak are the only common words where the 'ay' sound is spelt 'ea'. There are 64 common exception words for Year 2 which children need to be able to both read and spell:

door, floor, poor

because

find, kind, mind, behind, child, children (N.B. The word 'children' is not an exception but is included with 'child')

wild, climb

most, only, both, old, cold, gold, hold, told

every, everybody, even

great, break, steak

pretty, beautiful

after, fast, past, class, grass, pass, plant, bath

father

hour

move, prove, improve

sure, sugar

eye

could, should, would

who, whole

many, any

clothes

busy

people

water

again

half

money

Mr, Mrs, parents

Christmas

#### **Year 1 and 2 should:**

- **Build in time to teach common exception words throughout the year.**
- **Make the Year 1 and 2 common exception word spellings available on display/on cards for children during writing times. Year 2 should have both year group's common exception words.**
- **Ideally have a revision week before each half term of spellings covered so far.**
- **Use dictation and independent writing to assess spelling.**