

Read Write Inc. Spelling

Read Write Inc. Spelling is a 15-minute-a-day programme for Years 2 to 6.

Once children have completed *Read Write Inc. Phonics*, they continue to learn spellings through *Read Write Inc. Spelling* which is a 15-minute-a-day programme for years 2-6. Children learn through a variety of teacher-led, pair work and independent activities to engage them and enable them to become confident and proficient spellers.

Handwriting practice and letter formation is built into daily lessons to ensure children are able to write legibly, fluently and with increasing speed as they progress through school.

We have chosen *Read Write Inc. Spelling* at Stuart Road Primary Academy as it uses a proven approach underpinned by phonics and fast-paced lessons and prepares children for the higher demands of the statutory spelling assessments in England.

RWI Spelling Weekly Programme

Daily for 15 minutes

Display – examples words from the week’s spelling pattern are displayed on wall, in cursive.

Home Learning– Oxford Owl link is posted to class pages on website.

Yearly curriculum - is posted to class page on school website.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach</p> <ul style="list-style-type: none"> At the start of the week, the new spelling pattern is displayed in pocket chart, alongside blank cards for chn to add new words to. Throughout the week, children are invited to find other words that contain the week’s spelling pattern, and add them to the display once the spelling has been checked by CT. Children write spellings in red book. They are expected to find, then highlight the spelling pattern on each word. 	<p>Practise</p> <ul style="list-style-type: none"> Children watch the spelling video from Oxford Owl RWI spellings for the appropriate unit which explains the pattern or spelling rule, provides examples and contextual use of spelling pattern words. As a whole class, children discuss and check their understanding. Children then explain the spelling rule or pattern to each other. 	<p>Practise</p> <ul style="list-style-type: none"> Children work through a variety of activities in their practice book. Some activities are teacher-led and some are pair work and independent practice. The teacher lead and over-emphasises the spelling pattern in each word. Children Tick or Fix their work. Teacher monitors for accuracy. 	<p>Handwriting</p> <ul style="list-style-type: none"> Teacher models how to write each word, letter by letter. Once modelled, children then practice in their red book. Teacher checks for legibility, cursive style, ascenders and descenders, letter formation and letter sizing. Children are given individual feedback as the teacher moves around the class. Handwriting practice sheets are used for struggling handwriters or L/C/W/C (in cursive) strips as prompts for 	<p>Apply/Assess</p> <ul style="list-style-type: none"> Children complete ‘dictation’ activity in their yellow skills books using the relevant learning objective from the NC English Appendix 1: Spelling. Dictation sentences are taken from the RWI books, with the teacher acting as the dictation leader. The teacher will repeat the 4 sentences in different voices focusing on just one at a time using MT/YT. children count how many words are in the sentence and repeat the sentence to a partner

<p>Repeat the activity 3 times for each word.</p>			<p>children to copy into their practice books.</p>	<p>and back to teacher before writing it down.</p> <ul style="list-style-type: none">• Once complete, the teacher writes the sentence onto the board. Children mark with a purple pen and tick or fix as needed.• Repeat for all four sentences.
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