



Read, Write, Inc.

Spelling

Y2-Y6

Spring 2024



www.teaguesbridgeprimary.org

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Read Write Inc. Spelling Policy

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Introduction:

The English language has one of the richest vocabularies in the world. Over the last 1,000 years, the English language has inherited, assimilated, borrowed and coined many words from other languages. Latin, Greek, French, and German influences lie at the core of what is now the English language but as English continues to grow as a global language, it is changing and evolving.

German, Italian, Spanish, Finnish, Polish, Greek and Welsh children learn to read and spell quickly because their speech sounds follow a simple alphabetic code. English, however, has 44 speech sounds yet only 26 letters in the alphabet. This means the alphabetic code English children are taught to decode is much more complex. Everyone uses the same 44 sounds to speak all English words, but the way we write these sounds differs, therefore the key to good spelling is to remember how to spell different sounds in different words.

The process of learning to spell is cumulative, it improves throughout our lives and requires lots of practice. Research shows that the practice of learning decontextualized lists of words and being tested on them has had mixed results with some children

getting spellings right on the day but forgetting them only hours later and other children getting them wrong and becoming demoralised.

At Teagues Bridge Primary, we have adopted the Read, Write, Inc. Spelling. The programme supports the aims of the National Curriculum 2014 to ensure that 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 phonics knowledge and other knowledge of spelling, such as morphology and etymology*
- 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*

The spelling programme is for children who have completed Read, Write, Inc. Phonics, usually in year 2 and above but some children may start the programme earlier.

During the programme:

- Children are assessed using the pre-programme activities so teaching is tailored to their needs*
- Children are taught for 15 minutes each day using the online activities and practice book*
- Children log the words they need to work on at home in their log books*
- Special focus pages test the children at regular intervals*
- Children complete an online consolidation session after every two units to revise key concepts and vocabulary*
- Each half term, children complete online practice test which will inform teaching for the following term*

Yearly timings for Read, Write, Inc. Spelling

These timings are based on an estimate of a unit taking 5 sessions to complete, assuming sessions are 15-20 minutes each day and children are working at an average pace.

<i>Year group</i>	<i>Content</i>	<i>Number included</i>	<i>Estimated time for completion</i>
<i>Year 2</i>	<i>Pre-programme activities</i>	<i>5 activities</i>	<i>Up to a week</i>
	<i>Units</i>	<i>14 in 2A, 15 in 2B</i>	<i>29 weeks</i>
	<i>Special focus page</i>	<i>7 in 2A, 7 in 2B</i>	<i>14 sessions</i>
	<i>Practice Tests</i>	<i>6</i>	<i>6 sessions</i>
	<i>Estimated total time</i>		<i>34 weeks</i>
	<i>Optional content: Consolidation sessions (online, 15); Year 1 practice tests (online, 2); pre-programme special focus pages (online, 8)</i>		
<i>Year 3</i>	<i>units</i>	<i>14</i>	<i>14 weeks</i>
	<i>Special focus pages</i>	<i>4</i>	<i>4 sessions</i>
	<i>Practice tests</i>	<i>6</i>	<i>6 sessions</i>
	<i>Estimated total time</i>		<i>16 weeks</i>

	<i>Optional content: Consolidation sessions (online)</i>	7	7 sessions
<i>Year 4</i>	<i>units</i>	14	14 weeks
	<i>Special focus pages</i>	4	4 sessions
	<i>Practice tests</i>	6	6 sessions
	<i>Estimated total time</i>		16 weeks
	<i>Optional content: Consolidation sessions (line)</i>	7	7 sessions
<i>Year 5</i>	<i>units</i>	12	12 weeks
	<i>Special focus pages</i>	12	12 sessions
	<i>Practise tests</i>	6	6 sessions
	<i>Estimated total time</i>		16 weeks
	<i>Optional content: consolidation sessions (online)</i>	6	6 sessions
<i>Year 6</i>	<i>units</i>	12	12 weeks
	<i>Special focus pages</i>	12	12 sessions
	<i>Practice tests</i>	6 (+6 challenge tests)	6 sessions

	<i>Estimated total time</i>		<i>16 weeks</i>
	<i>Optional content: Consolidation sessions (online)</i>	<i>6</i>	<i>6 sessions</i>

Teaching Methodology

As the sessions are short and focused, methodology for delivering Read, Write, Inc. Spelling is quite prescriptive. Teachers follow structured and systematic plans with support of a variety of consolidation activities. At Teagues Bridge, we welcome parental involvement and encourage parents to use the online Oxford Owl games (<http://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/fun-ideas>) as well as the activities for learning challenging words suggested in this policy.

The five Ps

Remember the 5Ps when you are teaching:

Positive teaching

Children learn at a much faster pace in an assertive and positive climate. They talk more readily in an atmosphere free of anger and tension. Shouting, nagging and 'shushing' have a detrimental effect on children's talking and therefore on their learning. Praise

Praise children for working hard to learn new words and for supportive partner work. As they overhear the explicit praise, others will copy the good partner behaviour. Avoid simply saying: 'You're good at spelling'. This is demotivating for those who have to work extra hard to become good at spelling.

Pace

A brisk pace is essential. Children should be working so hard that they do not have any 'down time'. If the pace is too slow, children become restless and there is more potential for challenging behaviour to start.

Purpose

Every part of the lesson has a specific purpose. It is important to draw children's attention to this and keep that purpose clear in your mind as you teach.

Passion

This is a very prescriptive programme, which is why it works so well. However, it is the energy, enthusiasm and passion that teachers put into the lessons that bring the teaching and learning to life. Pedestrian teaching will not have the same impact as passionate teaching!

Management Signals The silent 'stop' signal

When children are answering every question, you must be able to gain their attention quickly and easily, without the need to raise your voice. Practise this signal until children respond within five seconds. Avoid accompanying the silent signal with a noise.

Hold your hand up in the air. Do not talk while the hand is raised. The children then finish what they are saying, raise their hands in response, and check that others have seen the signal, gently tapping them on the arm if necessary. Do not start talking until everyone has returned the signal. If the signal fails, lower your hand and remind the children of the school's expectations. Explain that all adults in the school will be using the stop signal. The children must return the signal to any adult who uses it.

The 'My turn/your turn' signal (MTYT)

There are times in the programme when you will need the children to copy what you do.

My turn: Touch your chest with your palm when it's your turn.

Your turn: Open your palm to the children when it's their turn.

When the characters in the spelling zone videos say 'My turn/your turn', children should repeat the words and phrases.

The 'Turn to your partner' signal (TTYP)

Before you ask a question, tap your fingers together to tell the children that they will need to turn to their partner to answer.

Explain that the 'hands up/thumbs up' system for answering questions will not be used.

The 'Perfect partner position' signal

When you say 'Get ready', the children should get into their 'perfect partner positions' for spelling. Partners should sit side by side and shoulder to shoulder. Decide which children will be partner 1 for the session. The others are partner 2.

Handwriting position

When it's time to w, the children should get into their 'perfect handwriting positions'. Check children sit correctly while writing at tables - feet on the floor, hand holding book, chair pulled in (no heads in hands).

Short answers

Popcorn: if there are lots of different one-word answers, use popcorn - children call out their answers in the pauses between other answers.

Wave: Sweep your arms across the room in a wave. Children call out the answer as your arm sweeps over them.

Choral: Children call out the answer together.

Activities for learning challenging words

The following activities are suggested as ways of learning challenging words, including Red and Orange words.

Mnemonics

Use phrases to help children learn quickly the tricky bits of words, or help them to think of their own shared mnemonic:

- Would, could, should, shoulder: oh you (u) lovely darling
- Rough, enough, though, thought, bought: oh you (u) great hooligan
- Caught, daughter, naughty, laugh: ants usually get hot
- Said: it's got an 'a' and an 'l', but I don't know why
- Because: big elephants can't always use small entrances. Draw an illustration and label this phrase

Use the following method to explain the mnemonics, e.g. 'would, could, should, shoulder' (tricky bit: ould):

- Write the word on the board.
- Say the word; 'would'.
- Say the spelling in letter names: 'W-O-U-L-D', but read out the tricky bit in a silly voice: 'O-U-L-D.
- Say 'oh you lovely darling' in a silly voice.
- Say the whole spelling again.
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, and then silently.

NB: don't use too many mnemonics. Sometimes it is easier to remember the word than the mnemonic.

Say it as it looks

Simply pronounce the word in a silly voice by the way it looks and then as we say it normally.

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What, watch, was (say a as in apple).

Pretty (say e as in egg).

- *Two (say twoh).*
- *Does, doesn't (say oe as in toe).*
- *Mother, another, brother (say o as in hot).*

Use the following method to say it as it looks, e.g. 'What, watch, was'.

- *Write the word on the board.*
- *Say the word: 'What' (say a as in apple).*
- *Say the word within a sentence: 'What (as in apple) do you think you're doing?'*
- *Repeat this method with the other words.*
- *Then rub all the words off the board.*
- *Ask the children to write each word as they say it out loud.*

Word in a word

Sometimes it helps to notice that there is a word within a word and that can help us to spell it.

- *Busy on a bus*
- *One thing I have gone and done*
- *Business on the bus*
- *Or work, word, worse*
- *Ear in learn, earth, heart*
- *Our in your and four*
- *Me in come and some*
- *All in small, ball, tall*

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- *Any in many*

Use the following method to draw attention to words within words, e.g. 'busy on the bus':

Write the phrase on the board.

Say 'it's busy on the bus' (say 'bussy', not bizzy).

- *Say the spelling in letter names: 'B-U-S', but say U in a silly voice.*
- *Repeat this method with the other words.*
- *Then rub all the words off the board.*
- *Ask the children to write each word as they say the spelling out loud, in whispers, then silently.*

A sticky letter

Some words are often spelt incorrectly because of one unexpected or 'sticky letter'.

Write the words with the sticky letter really big and then draw something in the shape of the letter:

- *O in people: draw a face*
- *I in friend: draw your friend - dot for the head, stick for the body*
- *I in juicy: draw a lolly or fruit*
- *U in build: draw a house*
- *L in walk and talk: draw a leg*
- *U in biscuit: draw half a biscuit*
- *O in young: draw a baby in its cot*
- *W in who: draw a worm*

Use the following method to show sticky letters, e.g. people:

- *Write the word on the board.*
- *Say the word: 'People'.*

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- Ask the children which is the sticky letter (O).
- Draw a picture of a face inside the O.
- Say the spelling in letter names: 'P-E-O-P-L-E', but say 'O' in a cross voice, as though telling off the letter.
- Repeat this method with the other words.

Then rub all the words off the board.

Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

Rap it

Say the word, then the graphemes in a rhythm and then repeat the word again.

- Where – wh-ere – where
- There – th-ere – there
- Were – w-ere – were

Use the following method to 'rap it', e.g. 'Where':

- Write the word on the board.
- Say the word: Where.
- Say the spelling in letter names, running together the letter names that make a grapheme: 'WH-ERE' double-uaitch-eearee.
- Develop a rap rhythm as you say the letter names: 'WH-ERE'.
- Repeat the method with the other words.
- Then rub all the words of the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

Read, Write, Inc. Spelling Year 2 – Curriculum matching chart

<i>Programmes of study year 2</i>	<i>Read, Write, Inc. Spelling</i>
<i>Reading – Word reading</i>	
<i>Pupils should be taught to:</i>	
<i>Continue to apply knowledge and skills as the route to decode words until automatic decoding has become embedded.</i>	<i>Throughout year 2 programme</i>
<i>Read accurately by blending the sounds in words that contain the grapheme taught so far.</i>	<i>Throughout year 2 programme</i>
<i>Read accurately words of two or more syllables that contain the same graphemes as above.</i>	<i>Through year 2 programme</i>
<i>Read words containing common suffixes</i>	<i>Practice book 2A unit 3, unit 4, unit 5, unit 8, unit 9, unit 12, unit 13, unit 14</i> <i>Practice book 2B unit 2, unit 3, unit 4, unit 6, unit 7, unit 11, unit 12, unit 13, unit 15.</i>
<i>Read further common exception words</i>	<i>Practice book 2A special focus 1: Red words.</i> <i>Practice book 2A special focus 3: Red words.</i> <i>Practice book 2B special focus 1: Red words.</i>

<i>Writing transcription</i>	
<i>Pupils should be taught to:</i>	
<i>Spell by:</i>	
<i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</i>	<i>Throughout programme</i>

<i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i>	<i>Throughout programme</i>
<i>Learning to spell common exception words</i>	<i>Word banks online</i> <i>Jumping red words - every unit</i>
<i>Learning to spell more words with contracted forms</i>	<i>Practise book 2A special focus 5: contractions and apostrophes (Pg 40).</i> <i>Practice book 2B special focus 6: contractions and apostrophes (Pg 43)</i>
<i>Learning the possessive apostrophe (Singular)</i>	<i>Practise book 2A special focus 7: Possessive apostrophes (Pg 54).</i> <i>Practice book 2B special focus 7 possessive apostrophes (Pg 43).</i>
<i>Distinguishing between homophones and near homophones</i>	<i>Practice book 2A special focus 2: Homophones (Pg 19).</i>

<p>Add suffixes to spell longer words, including <i>-ment, -ness, -ful, -less, -ly</i></p>	<p>Practice book 2B unit 13: adding suffix <i>-ment</i>(Pg 44).</p> <p>Practice book 2B unit 6: adding the suffix <i>-ness</i> (Pg19), and adding suffix <i>-ness</i> (Pg 23).</p> <p>Practice book 2B unit 11: Adding suffix <i>-ful</i> (Pg 37).</p> <p>Practice book 2B unit 12: Adding suffix <i>-less</i> (Pg 40).</p>
<p>The / / sound spelt a before L and LL</p>	<p>Year 2A unit 1 the or sound spelt a before l and ll</p>
<p>The / / sound spelt O.</p>	<p>Year 2A special focus 6 the U sound spelt O, and the or sound spelt ar after w.</p>
<p>The / / sound spelt <i>-ey</i></p>	<p>Year 2B unit 5 the ee sound spelt ey.</p>
<p>The / / sound spelt a after w and qu</p>	<p>Year 2A unit 11 the O sound spelt a after w and qu.</p>
<p>The / / sound spelt or after w</p>	<p>Year 2B special focus 5 the ir sound spelt or after w.</p>
<p>The / / sound spelt ar after w</p>	<p>Year 2A special focus 6 the u sound spelt o, and the or sound spelt ar after w.</p>
<p>The / / sound spelt s</p>	<p>Year 2B special focus 3 words ending in <i>-ll</i> and words where s makes zh sound</p>

<p><i>The suffixes –ment, –ness, –ful, –less and –ly</i></p>	<p><i>Year 2A unit 5, –ly adding the suffix –ly</i></p> <p><i>Year 2B unit 6, –ness adding the suffix –ness (adding to a root word with no change to the root word).</i></p> <p><i>Year 2B unit 7, –ness adding suffix –ness (swapping y to i).</i></p> <p><i>Year 2B unit 11, –ful adding the suffix –ful.</i></p> <p><i>Year 2B unit 12, –less adding the suffix –less.</i></p> <p><i>Year 2B unit 13, –ment adding the suffix –ment.</i></p>
<p><i>Contractions</i></p>	<p><i>Year 2A special focus 5 contractions and apostrophes.</i></p> <p><i>Year 2B special focus 6 contractions and apostrophes.</i></p>
<p><i>Possessive apostrophes (singular nouns)</i></p>	<p><i>Year 2A special focus 5 contractions and apostrophes.</i></p> <p><i>Year 2B special focus 7 possessive apostrophes.</i></p>
<p><i>Words ending in –tion</i></p>	<p><i>Year 2B unit 14 words ending in –tion.</i></p>
<p><i>Homophones and near homophones</i></p>	<p><i>Year 2A special focus 2 homophones.</i></p>
	<p><i>Year 2A special focus 4 homophones.</i></p> <p><i>Year 2B special focus 2 homophones.</i></p>

<i>Common exception words</i>	<i>Red words are on printable copies in the online materials. These words are used in a variety of activities, s as jumping red words, dictation and words to log and learn.</i> <i>Practice book 2A unit 5: adding the suffix -ly (pg 20)</i>
<i>Applying spelling rules and guidance</i>	
<i>Write from memory simple sentences dictated by the teacher that include words using gpcs, common exception words and punctuation taught so far</i>	<i>Dictation activities in every unit, throughout the programme</i>

<i>English Appendix: Spelling year 2 content</i>	<i>Read, Write, Inc. Spelling</i>
<i>The sound spelt as ge and dge at the end of the words, and sometimes spelt as elsewhere in words before e, i and y</i>	<i>Year 2A unit 10 the j sound.</i>
<i>The /s/ sound spelt c before e, i and y</i>	<i>Year 2A unit 2 soft c.</i>
<i>The /n/ sound spelt kn and (less often) gn at the beginning of words</i>	<i>Year 2A unit 6 the n sound spel kn and gn.</i>
<i>The /r/ sound spelt wr at the beginning of words</i>	<i>Year 2B unit 1 the r sound spelt wr.</i>
<i>The /l/ or / / sound spelt -le at the end of words</i>	<i>Year 2B unit 8 words ending in -le.</i>
<i>The /l/ or / / sound spelt -el at the end of words</i>	<i>Year 2B unit 9 words ending in -el.</i>

<i>The /l/ or / / sound spelt -al at the end of words</i>	<i>Year 2B unit 10 words ending in -al.</i>
<i>Words ending -il</i>	<i>Year 2B special focus 3 words ending in -il and words where s makes the zh sound.</i>
<i>The /ai/ sound spelt -y at the end of words</i>	<i>Year 2A unit 7 the igh sound spelt y.</i>
<i>Adding -es to nouns and verbs ending in -y</i>	<i>Year 2B unit 15 adding the suffix -es (where the root word ends in y).</i>
<i>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</i>	<i>Year 2A unit 13 adding the suffix -ed (swapping y for i) Year 2B unit 3 adding suffixes -er or -t (swapping y for i).</i>
<i>Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it</i>	<i>Year 2A unit 4 adding the suffix -y to words ending in e. Year 2A unit 9 adding suffix -ing to words ending in e or ie. Year 2A unit 14 adding suffix -ed dropping e to add ed and revision of doubling final consonant and swapping y for i. Year 2B unit 2 adding the suffixes -er, est words where no change is needed; words ending in e.</i>

<p><i>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</i></p>	<p><i>Year 2A unit 3 adding suffix -y to words ending in a short vowel and a consonant.</i></p> <p><i>Year 2A unit 8 adding suffix -ing to words ending in a short vowel and a consonant.</i></p> <p><i>Year 2B unit 4 adding suffixes -er or -est doubling consonant, where the root word ends in short vowel plus consonant.</i></p>
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<p><i>English Programmes of study year 3/4</i></p>	<p><i>Read, Write, Inc. Spelling</i></p>
<p><i>Reading - word reading</i></p>	
<p><i>Pupils should be taught to:</i></p>	
<p><i>Apply their knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</i></p>	<p><i>Throughout year 3 and 4 programme</i></p>
<p><i>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur words.</i></p>	<p><i>Throughout year 3 and 4 programme</i></p>

<i>Spelling year 3 and 4 content</i>	<i>Read, Write, Inc. Spelling</i>
<i>Adding suffixes beginning with vowel letters to words of more than one syllable</i>	
<i>The /i/ sound spelt y elsewhere than at the end of words.</i>	<i>Year 3 special focus 3 - the short / sound spelt with y.</i>
<i>The /ʌ/ sound spelt ou</i>	<i>Year 4 special focus 1 the short u sound spelt ou.</i>
<i>More prefixes</i>	<i>Year 3 unit 1 (dis-, in-) adding prefixes dis- and in-.</i>
	<p><i>Year 3 unit 2 (im-) adding prefix im- to root words beginning with m or p.</i></p> <p><i>Year 3 unit 11 (re-) adding the prefix re-</i></p> <p><i>Year 3 unit 12 (anti-) adding prefix anti-</i></p> <p><i>Year 3 unit 13 (super-) adding the prefix super-</i></p> <p><i>Year 3 unit 14 (sub-) adding prefix sub-</i></p> <p><i>Year 4 unit 1 (mis-) adding prefix mis-</i></p> <p><i>Year 4 unit 3 (auto-) adding prefix</i></p>

	<p><i>auto-</i></p> <p><i>Year 4 unit 5 (inter-) adding prefix inter-</i></p> <p><i>Year 4 unit 10 (il-, un-, mis-, dis-) adding il- and revising un-, dis-, in- and mis-</i></p> <p><i>Year 4 unit 12 (ir-) adding ir- to words beginning with r</i></p>
<i>The suffix -ation</i>	<i>Year 3 unit 6 adding -ation to verbs to form nouns.</i>
<i>The suffix -ly</i>	<p><i>Year 3 unit 4 add the suffix -ly (to adjectives to form adverbs)</i></p> <p><i>Year 4 unit 4 adding the suffix -ly (to adjectives to form adverbs).</i></p>
<i>Words endings sounding like zhuh</i>	<p><i>Year 3 unit 5 words ending in -ture</i></p> <p><i>Year 4 unit 2 words ending in zhuh spelt -sure</i></p>
<i>Endings which sound like zhun</i>	<i>Year 4 unit 9 words ending in zhun spelt sion.</i>
<i>The suffix -ous</i>	<p><i>Year 3 unit 3 adding the suffix -ous</i></p> <p><i>Year 4 unit 7 words ending in -ous.</i></p>
<i>Endings which sound shun, spelt -tion, sion, -ssion, -cian</i>	<p><i>Year 3 unit 9 adding the suffix -ion (to root words ending in t or te).</i></p> <p><i>Year 3 unit 10 adding the suffix -ian (to root words ending in c or cs).</i></p> <p><i>Year 4 unit 13 adding the prefix super-.</i></p> <p><i>Year 4 unit 14 adding the prefix sub-</i></p>

<i>Words with the /k/ sound spelt ch (greek origin)</i>	<i>Year 3 unit 7 words with the c sound spelt ch.</i>
<i>Words with the /s/ so spelt ch (French origin).</i>	<i>Year 4 unit 11 the c sound spelt -que and the g sound spelt -gue</i>
<i>Words with the /s/ sound spelt sc (Latin in origin)</i>	<i>Year 4 unit 8 words with the s sound spelt sc.</i>
<i>Words with the /ei/ sound spelt ei, eigh, or ey</i>	<i>Year 4 unit 6 words with ay sound spelt ei, eigh, ey.</i>
<i>Possessive apostrophe with plural words</i>	<i>Year 4 special focus 3 possessive apostrophes with plural words.</i>
<i>Homophones and near homophones</i>	<i>Year 3 special focus 2 Homophones Year 3 special focus 4 Homophones Year 4 special focus 2 Homophones Year 4 special focus 4 Homophones</i>
<i>Year 3 and 4 word list</i>	<i>Year 3 special focus 1 Orange words.</i>

Read, Write, Inc. Spelling Year 5-6 - Curriculum matching chart

<i>Programmes of Study years 5 and 6</i>	<i>Read, Write, Inc. Spelling</i>
<i>Reading – Word reading</i>	
<i>Pupils should be taught to:</i>	
<i>Apply their growing knowledge of root words, prefixes and suffixes, both read aloud and to understand the meaning of new words that they meet.</i>	<i>Throughout year 5 and year 6 programme.</i>
<i>Writing transcription</i>	
<i>Pupils should be taught to:</i>	
<i>Use further prefixes and suffixes and understand the guidance for adding them.</i>	
<i>Spell some words with silent letters, e.g. knight, psalm, solemn</i>	<i>Year 5 unit 1</i>
	<i>Year 5 unit 4</i> <i>Unit 6 unit 8</i>

<p><i>Continue to distinguish between homophones and other words which are often confused</i></p>	<p><i>Year 5 special focus 2.</i></p> <p><i>Year 5 special focus 5.</i></p> <p><i>Year 5 special focus 8.</i></p> <p><i>Year 5 special focus 3.</i></p> <p><i>Year 5 special focus 6.</i></p> <p><i>Year 6 special focus 10.</i></p> <p><i>Year 6 special focus 12.</i></p>
<p><i>Use knowledge of morphology and etymology in spelling and understand the spelling of some words need to be learnt specifically.</i></p>	
<p><i>Use dictionaries to check the spelling and meaning of words</i></p>	<p><i>Dictionary challenges are included in year 5 and year 6 practice books.</i></p>
<p><i>Use the first three or f letters of a word to check spelling, meaning or both of these a dictionary</i></p>	
<p><i>Use a thesaurus</i></p>	<p><i>Thesaurus challenges are built in to some word changer activities in year 5 and year 6 practice books.</i></p>

<i>Spelling year 5 and 6 content</i>	<i>Read, Write, Inc. Spelling</i>
<i>Endings spelt –cious or –tious</i>	<i>Year 5 unit 10 words ending in shus spelt –cious. Year 5 unit 11 words ending in shus spelt –tious.</i>
	<i>Year 5 unit 12 Words ending in shul spelt –cial or –tial.</i>
<i>Words ending in –ant, –ance/–ancy, –</i>	<i>Year 5 unit 6 words ending in –ent.</i>
<i>ent, –ence/–ency</i>	<i>Year 5 unit 7 words ending in –ence. Year 5 unit 9 words ending in –ant, –ance, and –ancy.</i>
<i>Words ending in –able and –ible</i>	<i>Year 5 unit 2 words ending in –ible. Year 5 unit 3 words ending in –able</i>
<i>Words ending in –ably and –ibly</i>	<i>Year 5 unit 5 words ending in –ibly and –ably Year 6 unit 10 words ending in –ible and –able.</i>
<i>Adding suffix beginning with vowel letters to words ending –fer.</i>	<i>Year 6 unit 4 suffixes – adding suffixes beginning with a vowel.</i>
<i>Use of a hyphen</i>	<i>Year 6 special focus 9 Hyphens.</i>
<i>Words with the /i/ sound spelt ei after c</i>	<i>Year 5 unit 8 the ee sound spelt ei. Year 6 9 the spellings ei and ie.</i>

<i>Words containing the letter string ough</i>	<p><i>Year 5 special focus 1 words that contain the letter string ough.</i></p> <p><i>Year 6 special focus 1 words containing the letter-string ough.</i></p>
<i>Words with silent letters</i>	<p><i>Year 5 unit words with silent b.</i></p> <p><i>Year 5 unit 4 words with silent letter t.</i></p> <p><i>Year 6 unit 8 silent letters (k, g, l, n).</i></p>
<i>homophones</i>	<p><i>Year 5 special focus 2 Homophones</i></p> <p><i>Year 6 special focus 3, 6, 12 Homophones and other words that are often confused.</i></p>
<i>Year 5 and 6 word list</i>	<p><i>Year 5 special focus 1 (orange words)</i></p> <p><i>Year 5 special focus 3</i></p> <p><i>Year 5 special focus 4</i></p> <p><i>Year 5 special focus 6, 7, 9, 10, 11, 12.</i></p> <p><i>Year 6 special focus 2, 4, 5, 7, 8, 11 (orange words).</i></p>

