



Newton Hill Community School

Guide to the Read Write Inc Spelling Program



Here at Newton Hill Community School, we have introduced a new structured programme for the teaching of spelling in Year 2-6. The direct impact of this is that classes do not give out a standard list of words each week to be learnt and then tested in class a week later. Children will now have log books to practice spellings for a given spelling pattern, recording words they find particularly difficult during that week. On a Monday, children will then be tested in class on 6 randomly selected words from the spelling pattern covered. This ensures the children are confident in applying spelling rules and not just memorising lists. This brief guide explains how the scheme works, and how parents can support children at home.



What is Read Write Inc?

Read Write Inc Spelling is written by Ruth Miskin and published by Oxford University Press. It consists of a set of individual workbooks and online resources. Lessons are designed to be delivered in daily 15-minute chunks, using a familiar set of activities to learn and practise the week's spelling patterns.

The sequence of lessons is closely matched to the requirements of the 2014 National Curriculum.

The various activities are designed to help children understand the rules and exceptions that govern the English language. By revisiting the same spelling patterns in a number of ways during the week, children acquire strategies for remembering how to spell words, which means they are more likely to spell them correctly in their independent writing.

As well as learning the spelling of the words, children have to use the words in context, therefore making sure that they understand the meaning.

Each child adds words to their Log Book during the week which they need to learn. These lists are individual, not set for the whole class.

Homework & Testing

We **do not** have a whole class weekly spelling test based on a given spelling list. On a Monday, the children will be tested on 6 random spellings from the previous week's learning. Each child is expected to learn the words that they have identified and written in their Log Book. Words can also be added by the class teacher.

At the end of each half-term there is a spelling challenge based on the spellings in their log books to see what progress has been made. There are also half-termly spelling assessments to track pupil's progress.

In addition to the words that are identified in each week's lessons, there are "**common exception words for Year 1, Year 2, Year 3 /4 and Year 5/6**" which are listed in the National Curriculum, that all children are expected to be able to spell. You can find these on our website.

There is also an opportunity to practice spellings using the Extra Practice Zone. A separate booklet explains how you can access the Extra Practice Zone.

Red and Orange words

Orange Words

These will be provided for Years 3 to 6 and are trickier, age-appropriate words for them to learn that build upon their previous knowledge.

Red words

These words are for Years 1 and 2. Red words are those words which contain spelling patterns that cannot be *sounded out*. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, said sounds like 'sed'.

Red words have to be learnt by sight.

The teachers will select 6 red or orange word spellings for the class to learn in addition to the weekly spelling pattern. The words will be displayed in class on spelling boards. These can only be removed from the board when everyone is confidently spelling them: they must go back onto the board if they are spelt incorrectly and tested again the following week.

Guidelines for Parents

Parents should set aside some time at home to help their children learn their spellings.

Questions you can ask include: -

Does the word follow a rule, or if it is one of those tricky words (in the scheme red/orange words) which doesn't fit the rules? Does the word have a prefix or a suffix? Can they find the root word? Can they explain the rules for adding the prefix or suffix?

If it is an "orange" or "red" word, ask if they have thought of a good way of remembering it. Can they point to the letters that are the tricky ones? Can they use a rhyme or mnemonic to help them? Is there a funny way to say the word that helps them remember it?

Check that your child knows what the word means. Ask them to use it in a sentence – this might be spoken rather than written at first, to check that they understand

Encourage your child to log onto the Extra Practice Zone. The teacher will inform the pupils which games to play.

Don't try to practise too many words each week. There may be a few words in their spelling log which they have identified either in their spelling lesson or in their written work. If there are not many of these words to learn, parents may wish to choose a few from the "common exception words" lists.

From time to time, check back over some of the words learnt in previous weeks.

If you have any further questions, please do not hesitate to contact your class teacher or Mrs Whelerton.