

RWI Spelling Overview

The RWI spelling programme is a structured programme designed for children in Y2 -6 and it meets the requirements of the National Curriculum. It is the natural progression from the RWI phonics that we are now delivering in Rec- Year 1.

The programme follows a simple, repetitive structure that should be easy to follow. There are 29 units to complete in Year 2 , 12 units to complete in Years 3 and 4 and 14 in Years 5 and 6. In all Year groups there are special focus units and practise tests to complete. In each unit there are 11 simple activities for the children to complete and they include opportunities to explore spelling patterns, complete dictionary and thesaurus challenges, complete dictation exercises and practise tests.

In Year 2* spelling sessions will need to be completed daily so that a unit can be completed each week to ensure that coverage is complete by the end of the year. However, in Years 3-6 spelling sessions will only need to take place 2-3 times a week so that a unit can be completed within a two week time frame.

It is expected that a session will take approximately 15 minutes to complete with activities broken down as follows:

Session 1	Speed Spell (PB/LB) Spelling Zone (OL /PB) Dots and Dashes(PB)
Session 2	Rapid Recap (OL) Word Changers (OL/PB)
Session 3	Words to log and learn (LB) Dictation (OL/PB)
Session 4	Four in a row (PB) Choose the right word (OL/PB)
Session 5	Team Teach (OL Print) Jumping red/orange words OL Print /PB)

PB= Practice Book

OL = Online resource

LB= Log Book

OL Print = Resources printed from online

What are the activities?

Speed Spell:

- Choose 6 of the words your children found most difficult from the last unit.
- Using 'my turn/your turn' read the word and ask the children to write each word in the space provided in their Practice Book.
- Reveal the spellings and ask the children to check the words they have written and circle any errors, recording the correct spelling in their Spelling Log Book.

Spelling Zone:

- Navigate to the correct unit on the online resource and play the Spelling zone video that will introduce the focus for the unit.
- Pause and complete where instructions are given.
- Complete the spelling zone activity in the Practice Book.

Dots and Dashes:

- Children complete the dots and dashes table to apply their sound –grapheme correspondences by dotting and dashing the graphemes and writing the total number of sounds in the space provided in their Practice Book.
- Use the online resource file too guide the children to mark and correct their own tables

Rapid Recap:

- Navigate to the online file where children will be asked to tell their partner what the focus of the unit is.
- Check that their recall is accurate by asking a few children to share.
- If appropriate rehearse the key rule rhyme or phrase.

Word Changers:

- Remind children what a root word is and explain that a prefix can be attached to the front of a word and a suffix can be attached to the end of a word.
- Explain that new words can be created by adding suffixes and prefixes (note that sometimes this causes a word to change its class e.g. from an adjective to a noun)
- Ask children to complete the Word Changers table in their Practice Book and if necessary remind them of any changes to the root word that occur when some prefixes and suffixes are added.

- When the activity has been completed display the online resource for this activity and guide the children to mark and correct their tables.

Words to log and learn

- Ask children to choose five words from Dots and dashes or Word changers that they have found challenging and write them in their logs.
- Ask the children to circle the part of the word that they find hard to remember and tell their partner why
- In pairs children discuss ways to help them how to remember to spell these particular spellings.

Dictation:

- Tell the children that they are now going to hear some of the words they have been spelling in a full sentence
- In pairs, one child reads the first sentence from the unit's dictation sentences (back of the Practice Book) and watches carefully as their partner writes the sentence in their Practice Book. The child ticks each word if it is correct or amends it if it is not.
- Partners swap roles after each sentence – there are two sentences for each child to complete.

Four – in – a –row:

- Children work in pairs. Partner 1 chooses any word from the Dots and dashes or Word changers that they think will challenge their partner. They say the word and ask their partner to write it down in their Practice Book and then checks if it is correct.
- If the word has been spelt
- Partners swap roles after each word. If the word is spelt correctly they can tick a shape in their book – the challenge is to get 4 ticks in a row.

Choose the right word

- Discuss word families and how the words are related to each other which can help with spelling (for older children reference how class can change)
- Complete the sentences using the right word from each word families
- In Y2 this is a class activity (use online resource) . Fromm Y 3 onwards the online resource can be used to model the process using 'think aloud' process and to check answers.

Team Teach

- Children work in groups of 4-6 and choose 10 words that they have found challenging that week/unit.
- The children work together to order the words in difficulty by identifying the challenging part of each particular word.

- Each team selects a team leader to stack the words with the easiest on top. The team leader then calls out the words for the others to spell and checks that they have spelt it correctly.

Jumping red/orange words

- Have a box of cards of the red and orange words as well as words that the children are commonly misspelling.
- Read out 6 words from the box and ask children to write them in their Practice Book.
- The words can only 'jump out' of the box when everyone is confidently spelling them. They must go back into the box if they are spelt incorrectly.

NB : Red/orange words are the common exception words and the word lists from the National Curriculum Spelling lists.