



SPELLING AT PaWS

Read Write Inc. Spelling

What is it?

At Pevensey and Westham Primary, we use the Read Write Inc. Spelling programme to teach spellings. This builds on from the highly successful RWI Phonics programme that teaches early reading.

Read Write Inc. Spelling is a 15-minute-a-day programme for Years 2 to 6. Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England.

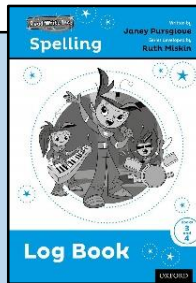
Supporting at Home.

Children will bring home their **Spelling Log Book** each day. As they work through the programme they will move on to different units, each with its own particular spelling rule or pattern.

In their log books, children record words that they have found challenging and need more practice to spell correctly.

Children can be supported at home by:

- Discussing the current spelling rule and pattern.
- Encouraging your child to practice their spelling words by using our '5 steps to great spelling'.



Spelling Log Books.

The current units spelling 'rule' or pattern.

Words that need additional practise from **previous** units.

Book 4 • Unit 3

Adding the prefix auto-

Speed spell
Write today's corrected **Speed spell** words here.

Words to log and learn
Write your new words to practise here. Circle the part of each word that is hard to remember.

Tip: The prefix **auto-** means 'self' or 'own', e.g. **autograph**

24

Words that need additional practise from the **current** unit.



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5 STEPS TO GREAT SPELLING



say it in a spelling voice



snip it into syllables



sound it out as you spell



target it to spot tricky parts



lock it in with practice

- 1. Say it:** Model using a 'spelling voice': enunciate slowly, clearly and crisply. e.g abandon, derelict
- 2. Snip it:** 'chunk'/'break down' the word into syllables or 'mouthfuls'. Use fingers to count.
e.g. a|ban|don , de|re|lict
- 3. Sound it out:** children sound out each syllable at a time and use their phonics to choose the letters to represent each sound (see the 'spelling sounds chart' on the next page).
- 4. Target it:** recognise where the 'tricky' part is that the child struggles with. Often, children will spell most of a word correctly, but will struggle with the spelling of a particular sound.
For example, the 'ai' in drain could be misspelt using as drayn or drane



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Read Write Inc. Spelling Sounds charts

Consonant sounds

<i>b</i>	<i>c</i>	<i>ch</i>	<i>d</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>j</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>ng</i> <i>nk</i>
b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gu gue	h	j g ge dge	l ll le	m mm mb	n nn kn gn	ng nk

<i>p</i>	<i>qu</i>	<i>r</i>	<i>s</i>	<i>sh</i>	<i>t</i>	<i>th</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

Vowel sounds

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>	<i>ay</i>	<i>ee</i>	<i>igh</i>	<i>ow</i>	<i>oo</i>
a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou

<i>oo</i>	<i>ar</i>	<i>or</i>	<i>air</i>	<i>ir</i>	<i>ou</i>	<i>oy</i>	<i>ire</i>	<i>ear</i>	<i>ure</i>
oo	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure