

RWI Spelling is a systematic spelling programme that is delivered to years 2-6, following on from RWI Phonics which is delivered in reception and year 1. The RWI Spelling programme is based on the understanding that we have a sound-based writing system. Everyone uses the same 44 sounds to speak all the words, but the way we write down the sounds varies. The process of learning to spell is cumulative for most children; most need explicit systematic teaching that is continuously practised and reinforced, until spelling knowledge is committed to long-term memory.

Rights Respecting Links:

Article 28 - All children have the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

Intent:

- Ensure that children meet the spelling expectations of the National Curriculum.
- To provide consistency and progression in the teaching of spelling.
- To enable the children to be confident at spelling.

Orleans Primary School - Handwriting Progression
Ms Sanderson-Turner - information from National Curriculum, Focus Education & Nelson Handwriting

NC Statutory Spelling Requirements - Orleans Primary School

EYES	Year 1	Year 2	Years 3 & 4	Years 5 & 6
Use some of their print and letter knowledge in their early writing.	Revision of reception work:	Revision of work from year 1.	Revision of work from years 1 & 2.	Revise work done in previous years.
Spell words by identifying the sounds and then writing the sounds with the letter/s.	All letters of the alphabet and sounds which they most commonly represent.	The j sound, spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Adding suffixes beginning with vowel letters to words of more than one syllable.	Endings which sound like shus, spelt cious or tious.
Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Consonant digraphs which have been taught and the sounds which they represent.	The s sound, spelt c before e, i and y.	The i sound spelt y elsewhere than at the end of words.	Endings which sound like shul, spelt cial or tial.
	Vowel digraphs which have been taught and the sounds which they represent.	The n sound, spelt kn and gn at the beginning of words.	The u sound spelt ou.	Words ending in ant, ance, ancy, ent, ence, ency.
	The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.	The r sound, spelt wr at the beginning of words.	More prefixes.	Words ending in able, ible, ably, ibly.
	Words with adjacent consonants.	The l sound, spelt le at the end of words.	The suffix ation.	Adding suffixes beginning with vowel letters to words ending in fer.
	Guidance and rules which have been taught.	The l sound, spelt el at the end of words.	The suffix ly.	Use of the hyphen.
	Sounds spelt ff, ll, ss, zz and ck.	The l sound, spelt al at the end of words.	Words with endings sounding like sure and ture.	Words with the ee sound spelt ei after c.
	Division of words into syllables.	Words ending il.	Endings which sound like zhun, spelt sion.	Words containing the letter string ough.
	tch.	The ai sound, spelt y at the end of words.	The suffix ous.	Words with silent letters.
	The v sound at the end of words.	Adding es to nouns and verbs ending in y.	Endings which sound like shun, spelt tion, sion, ssion, cian.	Homophones and other words that are often confused.
	Adding s and es to words.	Adding ed, ing, er and est to root word ending in y with a consonant before it.	Words with the k sound, spelt ch.	Use dictionaries to check words and also use a thesaurus.
	Adding the endings ing, ed, and er to verbs where no change is needed to the root word.	Adding the endings ed, er, est and y to words ending in e with a consonant before it.	Words with the sh sound, spelt ch.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
	Adding er and est to adjectives where no change is needed to the root word.	Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter.	Words ending with the g sound, spelt gue and the k sound spelt que.	
	Vowel digraphs and trigraphs.	The or sound, spelt before l and ll.	Words with the s sound, spelt sc.	
	Words ending in y.	The u sound, spelt o.	Words with the ay sound, spelt ei, eigh or ey.	
	New consonant spelling ph and wh.	The ee sound, spelt ey.	Possessive apostrophe with plural words.	
	Using the k sound.	The o sound, spelt after a w and qu.	Homophones and near-homophones.	
	Adding the prefix un.	The er sound, spelt after w.	Use the first 2 or 3 letters in a word to check its spelling in a dictionary.	
	Compound words.	The or sound, spelt after w.		
	Common exception words.	The zhu sound, spelt s.		
		The suffixes ment, ness, ful, less and ly.		
		Contractions.		
		The possessive apostrophe (singular nouns).		
		Words ending in tion.		
		Homophones and near homophones.		
		Common exception words.		

Spelling Coverage - Orleans Primary School - Autumn Term

Session #	Year 2	Year 3	Year 4	Year 5	Year 6
1	Pre-programme activities - Revision of the English alphabetic code and key concepts from Year 1.	Unit 1 - Adding the prefixes dis and in.	Unit 1 - Adding the prefix mis and revising un, in, dis.	Unit 1 - Words with the silent letter b.	Unit 1 - Suffixes (1) - revising instances where we do not change the root word when a suffix beginning with a vowel is added.
2	Unit 1A - The or sound spelt a before l and ll. Special Focus 1A - Red words: where, could, there, want, was, would, what.	Unit 2 - Adding im to root words beginning with m or p.	Unit 2 - Words ending in zhuh spelt sure.	Unit 2 - Words ending in ible.	Unit 2 - Suffixes (2) - to root words ending in a consonant plus e.
3	Unit 2A - Soft c. Special Focus 2A - Homophones: see/sea, son/sun, blew/blue, knight/night, saw/sore, quite/quiet.	Consolidation session 1 (units 1&2)	Consolidation session 1 (units 1&2)	Consolidation session 1 (units 1&2). Special Focus 1 - Words that contain the letter string ough.	Consolidation session 1 (units 1&2). Special Focus 1 - Words containing the letter string ough. Special Focus 2 - Orange words.
4	Unit 3A - Adding the suffix y (1) - to words ending in a short vowel and a consonant. Special Focus 3A - Red words: money, people, busy, half.	Unit 3 - Adding the suffix ous.	Unit 3 - Adding the prefix auto.	Unit 3 - Words ending in able.	Unit 3 - Suffixes (3) - to root words ending in le or a consonant plus y).
5	Unit 4A - Adding the suffix y (2) - to words ending in e. Special Focus 4A - Homophones: there/their, no/know, right/write, to/too, week/weak, see/sea.	Unit 4 - Adding the suffix ly (to adjectives to form adverbs).	Unit 4 - Adding the suffix ly (to adjectives to form verbs).	Unit 4 - Words ending with silent letter t.	Unit 4 - Suffixes (4) - adding suffixes beginning with vowel letters to words of more than one syllable and words ending in fer.
6	Unit 5A - Adding the suffix ly to words to make adverbs. Special Focus 5 - Contractions and apostrophes: I'm, I'll, you're, he's, they're, she'll, we're.	Consolidation session 2 (units 3&4).	Consolidation session 2 (units 3&4).	Consolidation session 2 (units 3&4). Special Focus 2 - Homophones.	Consolidation session 2 (units 3&4). Special Focus 3 - Homophones and other words that are easily confused. Special Focus 4 - Orange words.
7	Unit 6A - The n sound spelt kn and gn. Special Focus 6A - The u sound spelt o and the or sound spelt ar after w: mother, other, brother, nothing, Monday, towards, swarm, reward, warm. PRACTISE TEST	PRACTICE TEST	PRACTICE TEST	PRACTICE TEST	PRACTICE TEST
8	Unit 7A - The igh sound spelt y. Special Focus 7A - Possessive apostrophes.	Unit 5 - Words ending in ture.	Unit 5 - Adding the prefix inter.	Unit 5 - Words ending in ibly and ably.	Unit 5 - Suffixes (5) - adding ed, ing, er and est to a root word ending in y with a consonant before it.
9	Unit 8A - Adding the suffix ing (1) - to words ending in a short vowel and a consonant.	Unit 6 - Adding ation to verbs to form nouns.	Unit 6 - Words with the ay sound spelt ei, eigh, ey.	Unit 6 - Words ending in ent.	Unit 6 - The sh sound spelt ti or ci.
10	Unit 9A - Adding the suffix ing (2) - to words ending in e or ie.	Consolidation session 3 (units 5&6).	Consolidation session 3 (units 5&6).	Consolidation session 3 (units 5&6). Special Focus 3 - Orange words.	Consolidation session 3 (units 5&6). Special Focus 5 - Orange words. Special Focus 6 - Homophones.

Spelling Coverage - Orleans Primary School - Spring Term

Session #	Year 2	Year 3	Year 4	Year 5	Year 6
1	Unit 10A - The j sound.	Unit 7 - Words with the c sound spelt ch.	Unit 7 - Words ending in ous.	Unit 7 - Words ending in ence.	Unit 7 - The sh sound spelt si or ssi.
2	Unit 11A - The o sound spelt a after w and qu.	Unit 8 - Words with the sh sound spelt ch.	Unit 8 - Words with the s sound spelt sc.	Unit 8 - The ee sound spelt ei.	Unit 8 - Silent letters.
3	Unit 12A - Adding the suffix ed (1) - to words ending in two consonant letters and words ending in a short vowel and consonant.	Consolidation session 4 (units 7&8)	Consolidation session 4 (units 7&8)	Consolidation session 4 (units 7&8). Special Focus 4 - Orange words.	Consolidation session 4 (units 7&8). Special Focus 7 - Orange words. Special Focus 8 - Orange words.
4	Unit 13A - Adding the suffix ed (2) - swapping y for i.	PRACTICE TEST	PRACTICE TEST	PRACTICE TEST Special Focus 5 - Homophones and other words that are easily confused.	PRACTICE TEST Special Focus 9 - Hyphens.
5	Unit 14A - Adding the suffix ed (3) - dropping e to add ed, and revision of doubling the final consonant and swapping y for i.	Unit 9 - Adding the suffix ion (to root words ending in t or te).	Unit 9 - Words ending in zhun spelt sion.	Unit 9 - Words ending in ant, ance and ancy.	Unit 9 - The spelling ei and ie.
6	Unit 1B - The r sound spelt wr. Special Focus 1B - Red words: mant, some, should, come, any, would.	Unit 10 - Adding the suffix ian (to root words ending in c or cs).	Unit 10 - Adding il and revising un, in, mis, dis.	Unit 10 - Words ending in shus spelt cious.	Unit 10 - Words ending in ible and able.
7	Unit 2B - Adding the suffixes er or est (1) - words where no change is needed; words ending in e. Special Focus 2B - Homophones: see/sea, there/their, too/two, for/four, nose/known, ate/eight.	Consolidation session 5 (units 9&10).	Consolidation session 5 (units 9&10).	Consolidation session 5 (units 9&10). Special Focus 6 - Orange words.	Consolidation session 5 (units 9&10). Special Focus 10 - Common mistakes. Special Focus 11 - Orange words.
8	Unit 3B - Adding the suffixes er or est (2) - swapping y for i. Special Focus 3B - Words ending in il and words where s makes a zh sound: pupil, pencil, fossil, treasure, television.	Unit 11 - Adding the prefix re.	Unit 11 - The c sound spelt que and the g sound spelt gue.	Unit 11 - Words ending in shus spelt tious.	Unit 11 - Plural nouns (1). Adding es to nouns and verbs ending in y.
9	Unit 4B - Adding the suffixes er or est (3) - doubling consonant, where the root word ends in short vowel plus consonant. Special Focus 4B - Homophones: seen/scene, wait/weight, hole/whole, sighed/side, new/knew.	Unit 12 - Adding the prefix anti.	Unit 12 - Adding ir to words beginning with r.	Unit 12 - Words ending in shul spelt cial or tial.	Unit 12 - Plural nouns (2) - Homophones and other words that are often confused (plural nouns).
10	Unit 5B - The ee sound spelt ey. Special Focus 5B - The ir sound spelt or after w: work, worm, world, password, workshop, workers.	Consolidation session 6 (units 11&12). PRACTICE TEST	Consolidation session 6 (units 11&12). PRACTICE TEST	Consolidation session 6 (units 11&12). Special Focus 7 - Orange words. PRACTICE TEST	Consolidation session 6 (units 11&12). Special Focus 12 - Homophones and other words that are easily confused. PRACTICE TEST

Spelling Coverage - Orleans Primary School - Summer Term

Session #	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
1	Unit 6B - Adding the suffix ness (1) - adding to a root word where no change is needed to the root word. Special Focus 6B - Contractions and apostrophes: I've, we'd, they've, you've, you'd, they'd.	Unit 13 - Adding the prefix super.	Unit 13 - Adding the suffix ion (1).	Special Focus 8 - Homophones and other words that are easily confused.	Spelling Challenge.
2	Unit 7B - Adding the suffix ness (2) - swapping y for i. Special Focus 7B - Possessive apostrophes.	Unit 14 - Adding the prefix sub.	Unit 14 - Adding the suffix ion (1).	Special Focus 9 - Orange words.	Spelling Challenge.
3	Unit 8B - Words ending in le.	Consolidation session 7 (units 13&14).	Consolidation session 7 (units 13&14).	Special Focus 10 - Orange Words.	SATS TESTS.
4	Unit 9B - Words ending in el.	Special Focus 1 - Orange words: answer, island, February, length, strength, business.	Special Focus 1 - The short u sound spelt ou: double, trouble, enough, toughest, rougher, young, country, touch.	Special Focus 11 - Orange words.	
5	Unit 10B - Words ending in al.	Special Focus 2 - Homophones: no/know, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak.	Special Focus 2 - Homophones: groan/grown, main/mane, reign/rain, peace/piece, berry/bury.	Special Focus 12 - Orange words.	
6	Unit 11B - Adding the suffix ful. PRACTICE TEST	PRACTICE TEST	PRACTICE TEST	PRACTICE TEST	
7	Unit 12B - Adding the suffix less.	Special Focus 3 - Short i sound spelt y: myth, Egypt, gym, pyramid, mysterious.	Special Focus 3 - Possessive apostrophe with plural words.	Spelling Challenge.	
8	Unit 13B - Adding the suffix ment.	Special Focus 4 - Homophones: not/knot, bawl/ball, plain/plane, weather/whether, scene/seen, hear/here, weak/week, mail/male, be/bee.	Special Focus 4 - Homophones: heal/heel, missed/mist, who's/whose, accept/except, affect/effect.	Spelling Challenge.	
9	Unit 14B - Words ending in tion.	END OF YEAR TEST	END OF YEAR TEST	END OF YEAR TEST	
10	Unit 15B - Adding the suffix es.	Consolidation for children who need it.	Consolidation for children who need it	Consolidation for children who need it	
11	Consolidation for children who need it				
12					