

WESTFIELD PRIMARY

# Spelling Policy

Review date: September 2022

This Policy was written by Eloise Liddiard



**We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be the best they can and achieve the necessary life skills for their future.**

## Introduction

At Westfield Primary School, we encourage our children to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our children learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our children to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.

## Aims

- To teach spelling systematically throughout the school;
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Read Write Inc' scheme of work;
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum;
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher;
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

## Developing Spelling

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate;
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;
- Recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words;
- Know spelling conventions, e.g., relating to double letters;
- Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.

## **Weekly spelling lessons**

- Four lessons of spelling will be taught weekly at Westfield from Years 2 - 6 with a spelling test of day 5. Year N, R and 1 will deliver RWI phonics lessons daily.
- Weekly spelling lessons will follow the RWI spelling scheme. Rules and/or patterns will be explicitly taught in lesson 1 of the week and opportunities to follow up and practise the patterns taught through dots and dashes, Word changers, choose the right word, Four in a row, dictation as well as teachers own planned activities will form the basis of the additional three lessons. The use of other resources will be used to aid consolidation of taught spelling patterns. (See appendix 1 for year group overviews and appendix 2 for curriculum overview)
- Lessons are recorded in RWI work books and spelling records. Children may use the back of their English or handwriting book to practise spellings.
- Spelling lessons are timetabled explicitly as 'Spelling' and lasts between 15-20 minutes/
- Where appropriate, all children will learn new patterns for their year group, including those receiving other interventions for spelling/phonics. Those children working below their year group will receive extra support through smaller group work and interventions.
- Pupils will take home 10 spellings per week to practise. These include 6 spellings from the spelling pattern that week as well as 4 of the year group statutory spellings.

## **Diminishing the Difference in Spelling**

Where pupils are identified to have gaps in being able to spell the statutory spellings/common exception words from previous year groups, the following is expected:

- The pupil is tested on all statutory/common exception spelling words from previous year groups, e.g. a year 4 pupil will be tested on the Year 4, 3 and 2 words.
- The incorrect spellings are identified as 'tricky spellings' and highlighted on the spelling test grid. A copy is then stuck into the child's book so that they may practise the identified spellings using strategies taught.
- Once half termly, the children are tested on statutory spellings including the spellings spelt incorrectly previously. A new copy each half term is sent home so that families are able to see the gaps in spelling for their child.

Pupils identified to have gaps in specific spelling patterns are taught the year group below spellings using the RWI spelling programme as part of extra intervention.

## **Assessment:**

Assessment is built into the activities for every unit. Speed spell tests children's knowledge of words from previous units; Team teach and Four-in-a-row help children assess their own progress; Jumping red/orange words tests children's knowledge of red and orange words (words from the word lists in the National Curriculum in England). These are fun and motivating partner activities and team games.

Six Practice Test papers are used (tested every 2-3 units from Y3 upwards), to assess children's ongoing progress. The tests assess knowledge taught in recent units, and check children's knowledge of words from previous units or years. After this assessment, teachers use common spelling errors to inform their planning for their consolidation week

RWI assessment tests are as follows:

**Year 2:**

- Practice Test 1: Y2A Units 1-5
- Practice Test 2: Y2A Units 6-10 (plus revision)
- Practice Test 3: Y2A Units 11-14 (plus revision)
- Practice Test 4: Y2B Units 1-5 (plus revision)
- Practice Test 5: Y2B Units 6-10 (plus revision)
- Practice Test 6: Y2B Units 11-15 (plus revision)

**Year 3:**

- Practice Test 1: Y3 Units 1-3 (plus revision)
- Practice Test 2: Y3 Units 4-6 (plus revision)
- Practice Test 3: Y3 Units 7-8 (plus revision)
- Practice Test 4: Y3 Units 9-10 (plus revision)
- Practice Test 5: Y3 Units 11-12 (plus revision)
- Practice Test 6: Y3 Units 13-14 (plus revision)

**Year 4:**

- Practice Test 1: Y4 Units 1-3 (plus revision)
- Practice Test 2: Y4 Units 4-6 (plus revision)
- Practice Test 3: Y4 Units 7-8 (plus revision)
- Practice Test 4: Y4 Units 9-10 (plus revision)
- Practice Test 5: Y4 Units 11-12 (plus revision)
- Practice Test 6: Y4 Units 13-14 (plus revision)

**Year 5:**

- Practice Test 1: Y5 Units 1-2 (plus revision)
- Practice Test 2: Y5 Units 3-4 (plus revision)
- Practice Test 3: Y5 Units 5-6 (plus revision)
- Practice Test 4: Y5 Units 7-8 (plus revision)
- Practice Test 5: Y5 Units 9-10 (plus revision)
- Practice Test 6: Y5 Units 11-12 (plus revision)

**Year 6:**

- Practice Test 1: Y6 Units 1-2 (plus revision)
- Practice Test 2: Y6 Units 3-4 (plus revision)
- Practice Test 3: Y6 Units 5-6 (plus revision)
- Practice Test 4: Y6 Units 7-8 (plus revision)
- Practice Test 5: Y6 Units 9-10 (plus revision)
- Practice Test 6: Y6 Units 11-12 (plus revision)

Pupils will have 'tricky spellings' assessed half termly by a teacher. This will be done by using the tracking documents and ticking all the words that a pupil can spell from the statutory list. Any words which the child cannot yet spell should be indicated by using a dot in the box next to the word. These will form the selection of spellings which the pupil's 'tricky spellings' will come from for the next half term. A complete copy of the list should be copied and placed into the child's Spelling book so that families can see and support pupils in practising spellings at home - this will also serve to stretch pupils whose families wish to challenge them further by practising spellings beyond their own year group.

## **Sending spellings home**

Every week, Spelling tasks will be sent home in their spelling book, via SeeSaw or on paper. These will also be sent via Spelling shed, where the children have their own personal log in and password. Children will practice spellings set to them by their class teacher and linked to the spellings learnt

The requirements of spellings going home is as follows:

- Tricky spellings will be written in the children's book to ensure they are aware of the spellings they need to focus on (once a half term)
- 6 spellings will be taken from the year group spelling words and 4 spellings will be taken from the 'spelling pattern' words, which form the current class spelling focus (as above). These will be stuck in their books.
- Children who are not yet able to access their year group spellings should receive a selection of words appropriate to their phonics interventions, e.g. if learning the 'ow' sound, spellings containing these sounds should go home.
- Spellings must be practiced every night in KS2 and at least 3 times a week in KS1.
- Children will have their 'tricky spellings' tested each half term as part of their assessment.
- The whole class will have a spelling test at the end of each week to assess the progress of pupils towards successfully spelling their 'spelling pattern' words. This will be used by the class teacher to identify additional teaching requirements.

## **Appendix 1**

## Year 2

Autumn 1	
Week 1	Spelling assessment
Week 2	Year 1 consolidation
Week 3	Year 1 consolidation
Week 4	Year 1 consolidation
Week 5	Year 1 consolidation
Week 6	Year 1 consolidation
Week 7	Statutory word list

Autumn 2	
Week 1	Year 2A Unit 1 The or sound spelt a before l and ll.
Week 2	Year 2A Unit 2 Soft c
Week 3	Year 2A Unit 3 Adding the suffix -y (1)
Week 4	Year 2A Unit 4 Adding the suffix -y (2)
Week 5	Year 2A Unit 5: Adding the suffix -ly (p.20).
Week 6	Year 2A Unit 6 The n sound spelt kn and gn.
Week 7	Spelling assessment

Spring 1	
Week 1	Year 2A Unit 7 The <i>igh</i> sound spelt y.
Week 2	Year 2A Unit 8 Adding the suffix -ing (1)
Week 3	Year 2A Unit 9 Adding the suffix -ing (2)
Week 4	Year 2A Unit 10 The j sound.
Week 5	Year 2A Unit 11 The o sound spelt a after w and qu.
Week 6	Statutory word list

Spring 2	
Week 1	Year 2A Unit 12
Week 2	Year 2A Unit 13 Adding the suffix -ed (2) (swapping y for i).
	Year 2A Unit 14 Adding the suffix -ed (3)
Week 3	Year 2B Unit 1 The r sound spelt wr.
Week 4	Year 2B Unit 2 Adding the suffixes -er or -est (1)
Week 5	Year 2B Unit 3 Adding the suffixes -er or -est (2) (swapping y for i).
Week 6	Year 2B Unit 4 Adding the suffixes -er or -est (3)
Week 7	Spelling assessment

Summer 1	
Week 1	Year 2B Unit 5 The ee sound spelt ey.
Week 2	Year 2B Unit 6: Adding the suffix -ness 1 (p.19) and adding the suffix -ness 2(p.23)
Week 3	Year 2B Unit 7, -ness (2) Adding the suffix -ness (2)
Week 4	Year 2B Unit 8 Words ending in -le.
Week 5	Year 2B Unit 9 Words ending in -el.
Week 6	Year 2B Unit 10 Words ending in -al.

Summer 2	
Week 1	Practice Book 2B Unit 11: Adding the suffix -ful (p.37).
Week 2	Practice Book 2B Unit 12: Adding the suffix -less (p.40).
Week 3	Practice Book 2B Unit 13: Adding the suffix -ment (p.44)

Week 4	Year 2B Unit 14 Words ending in -tion.
Week 5	Year 2B Unit 15 Adding the suffix -es (where the root word ends in y).
Week 6	Spelling assessment

### Year 3

Autumn 1	
Week 1	Spelling assessment
Week 2	Year 2 consolidation Units 1-3
Week 3	Year 2 consolidation Units 4-6
Week 4	Year 2 consolidation Units 7-8
Week 5	Year 2 consolidation Units 9-11
Week 6	Year 2 consolidation units 12-14
Week 7	Statutory word list

Autumn 2	
Week 1	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b>
Week 2	Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b>
Week 3	Year 3 Unit 3 Adding the suffix <b>-ous</b>
Week 4	Units 1-3 consolidation
Week 5	Special focus -Homophones
Week 6	Statutory word list
Week 7	Spelling assessment

Spring 1	
Week 1	Year 3 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
Week 2	Year 3 Unit 5 Words ending in <b>-ture</b>
Week 3	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
Week 4	Units 4-6 consolidation
Week 5	Year 4 Special focus 1 The short <b>u</b> sound spelt <b>ou</b>
Week 6	Statutory word list

Spring 2	
Week 1	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Week 2	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
	Units 7-8 consolidation
Week 3	Year 3 Unit 9 Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b> )
Week 4	Year 3 Unit 10 Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b> )
Week 5	Units 9-10 consolidation
Week 6	Year 3 Special focus 3 The short <b>i</b> sound spelt with the letter <b>y</b>
Week 7	Spelling assessment

Summer 1	
Week 1	Year 4 Special focus 2 Homophones
Week 2	Year 3 Unit 11 (re-) Adding the prefix <b>re-</b>
Week 3	Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b>
Week 4	Units 11- 12 consolidation
Week 5	Year 4 Special focus 3 Possessive apostrophes with plural words
Week 6	Statutory word list

Summer 2	
Week 1	Year 3 Unit 13 (super-) Adding the prefix <b>super-</b>
Week 2	Year 3 Unit 14 (sub-) Adding the prefix <b>sub</b>
Week 3	Units 12-14 consolidation
Week 4	Year 4 Special focus 4 Homophones
Week 5	Spelling assessment
Week 6	Statutory word list

### Year 4

Autumn 1	
Week 1	Spelling assessment
Week 2	Year 3 consolidation Units 1-3
Week 3	Year 3 consolidation Units 4-6
Week 4	Year 3 consolidation Units 7-8
Week 5	Year 3 consolidation Units 9-11
Week 6	Year 3 consolidation units 12-14
Week 7	Statutory word list

Autumn 2	
Week 1	Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b>
Week 2	Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b>
Week 3	Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b>
Week 4	Units 1-3 consolidation
Week 5	Special focus -Homophones
Week 6	Statutory word list
Week 7	Spelling assessment

Spring 1	
Week 1	Year 4 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
Week 2	Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b>
Week 3	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
Week 4	Units 4-6 consolidation
Week 5	Year 4 Special focus 1 The short <b>u</b> sound spelt <b>ou</b>
Week 6	Statutory word list

Spring 2	
Week 1	Year 4 Unit 7 Words ending in <b>-ous</b>
Week 2	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
	Units 7-8 consolidation
Week 3	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
Week 4	Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-, in-, mis-</b> and <b>dis</b>
Week 5	Units 9-10 consolidation
Week 6	Statutory word list
Week 7	Spelling assessment



Summer 1	
Week 1	Year 4 Special focus 2 Homophones
Week 2	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Week 3	Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b>
Week 4	Units 11- 12 consolidation
Week 5	Year 4 Special focus 3 Possessive apostrophes with plural words
Week 6	Statutory word list

Summer 2	
Week 1	Year 4 Unit 13 Adding the prefix <b>super-</b>
Week 2	Year 4 Unit 14 Adding the prefix <b>sub-</b>
Week 3	Units 12-14 consolidation
Week 4	Year 4 Special focus 4 Homophones
Week 5	Spelling assessment
Week 6	Statutory word list

### Year 5

Autumn 1	
Week 1	Spelling assessment
Week 2	Year 4 consolidation Units 1-3
Week 3	Year 4 consolidation Units 4-6
Week 4	Year 4 consolidation Units 7-8
Week 5	Year 4 consolidation Units 9-11
Week 6	Year 4 consolidation units 12-14
Week 7	Statutory word list

Autumn 2	
Week 1	Year 5 Unit 1 Words with silent letter <b>b</b>
Week 2	Year 5 Unit 2 Words ending in <b>-ible</b>
Week 3	Year 5 Unit 3 Words ending in <b>-able</b>
Week 4	Units 1-3 consolidation
Week 5	Special focus -Homophones
Week 6	Statutory word list
Week 7	Spelling assessment

Spring 1	
Week 1	Year 5 Unit 4 Words with silent letter <b>t</b>
Week 2	Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b>
Week 3	Year 5 Unit 6 Words ending in <b>-ent</b>
Week 4	Units 4-6 consolidation
Week 5	Year 5 Special focus 1 Words that contain the letter-string <b>ough</b>
Week 6	Statutory word list

Spring 2	
Week 1	Year 5 Unit 7 Words ending in <b>-ence</b>

Week 2	Year 5 Unit 8 The <b>ee</b> sound spelt <b>ei</b>
	Units 7-8 consolidation
Week 3	Year 5 Unit 9 Words ending in <b>-ant, -ance</b> and <b>-ancy</b>
Week 4	Year 5 Unit 10 Words ending in <b>shus</b> spelt <b>-cious</b>
Week 5	Units 9-10 consolidation
Week 6	Statutory word list / Special focus orange words
Week 7	Spelling assessment

Summer 1	
Week 1	Year 5 Special focus Homophones
Week 2	Year 5 Unit 11 Words ending in <b>shus</b> spelt <b>-tious</b>
Week 3	Year 5 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b>
Week 4	Units 11- 12 consolidation
Week 5	Year 5 Special focus 2 Homophones
Week 6	Statutory word list / Special focus orange words
Summer 2	
Week 1	Year 5 Special focus orange words
Week 2	Year 5 Special focus orange words
Week 3	Year 5 Special focus orange words
Week 4	Year 5 Special focus orange words
Week 5	Spelling assessment
Week 6	Statutory word list / Special focus orange words

### Year 6

Autumn 1	
Week 1	Spelling assessment
Week 2	Year 5 consolidation Units 1-3
Week 3	Year 5 consolidation Units 4-6
Week 4	Year 5 consolidation Units 7-8
Week 5	Year 5 consolidation Units 9-11
Week 6	Year 5 consolidation units 12-14
Week 7	Statutory word list / Special focus orange words

Autumn 2	
Week 1	Year 6 Unit 1 Suffixes 1
Week 2	Year 6 Special focus 1 Words containing the letter-string <b>ough</b>
Week 3	Year 6 Unit 2 Suffixes 2
Week 4	Year 6 Unit 3 Suffixes 3
Week 5	Units 1-3 consolidation
Week 6	Special focus 2 orange words
Week 7	Spelling assessment

Spring 1	
Week 1	Special focus 3 - Homophones
Week 2	Year 6 Unit 4 Suffixes (4)
Week 3	Special focus 3 orange words
Week 4	Special focus 4 orange words
Week 5	Unit 5 Suffixes 4
Week 6	consolidation

Spring 2	
Week 1	Special focus 4 orange words
Week 2	Year 6 Unit 8 Silent letters ( <i>silent k, g, l, n</i> )
Week 3	Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>
Week 4	Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>
Week 5	Units 9-10 consolidation
Week 6	Statutory word list / Special focus orange words
Week 7	Spelling assessment

Summer 1	
Week 1	Units 11- 12 consolidation
Week 2	Statutory word list / Special focus orange words
Week 3	Statutory word list / Special focus orange words
Week 4	Units 12-14 consolidation
Week 5	Statutory word list / Special focus orange words
Week 6	Spelling assessment

Summer 2	
Week 1	consolidation
Week 2	consolidation
Week 3	consolidation
Week 4	consolidation
Week 5	consolidation
Week 6	consolidation

## Appendix 2

### *Read Write Inc. Spelling Year 1: Curriculum in England matching chart*

	<b>Read Write Inc. Phonics</b>
<b>Writing – transcription</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week)</li> </ul>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> <li>* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</li> </ul> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart as part of the reading activities for the storybooks, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>
	<b>Read Write Inc. Phonics</b>
<b>Writing – transcription (continued)</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name the letters of the alphabet in order</li> </ul>	Pink/Orange Level.
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Add prefixes and suffixes</li> </ul>	Children’s awareness of prefixes and suffixes is developed in the storybook activities for each book.
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply simple spelling rules as outlined in English Appendix 1.</li> </ul>	See Appendix 1: Spelling Year 1 below.
	<b>Read Write Inc. Phonics</b>

<b>Writing – vocabulary, grammar and punctuation</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in English Appendix 2 by [...] Using a capital letter for names of people, places, days of the week, and the personal pronoun ‘I’.</li> </ul>	<p>‘I’ taught as alternative to Set 2 as part of the storybook activities.</p> <p>Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i></p>

English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	Read Write Inc. Phonics
<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<b>off, well, miss, buzz, back</b>	Taught as alternatives to Set 1 sounds as part of the storybook activities.
<i>The /ŋ/ sound spelt n before k (bank, sunk)</i>	<b>bank, think, honk, sunk</b>	Since nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1.
<i>Division of words into syllables</i>		Children’s awareness of syllable breaks is developed in the storybook activities for each book.
<i>-tch (fetch, hutch)</i>	<b>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</b>	Taught as alternative to Set 1 ch as part of the storybook activities.
<i>The /v/ sound at the end of words (have, live)</i>	<b>have live give</b>	Taught as alternative to Set 1 v as part of the storybook activities.
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	<b>cats, dogs, spends, rocks, thanks catches</b>	Throughout fiction and non-fiction.
English Appendix 1: Spelling Year 1 content	Curriculum example words	Read Write Inc. Phonics
<i>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</i>	<b>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</b>	Throughout fiction and non-fiction.
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	<b>grander, grandest, fresher, freshest, quicker, quickest</b>	Throughout fiction and non-fiction.
<i>ai, oi (rain, oil)</i>	<b>rain, wait, train, paid, afraid oil, join, coin, point, soil</b>	Speed sound set 3.
<i>ay, oy (day, enjoy)</i>	<b>day, play, say, way, stay boy, toy, enjoy, annoy</b>	Speed sounds set 2.
<i>a-e (made, safe)</i>	<b>made, came, same, take, safe</b>	Speed sound set 3.
<i>e-e (these, complete)</i>	<b>these, theme, complete</b>	-

<i>i-e (five, ride)</i>	<b><i>five, ride, like, time, side</i></b>	Speed sound set 3.
<i>o-e (home, hope)</i>	<b><i>home, those, woke, hope, hole</i></b>	Speed sound set 3.
<i>u-e (June, rude)</i>	<b><i>June, rule, rude, use, tube, tune</i></b>	Speed sound set 3.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>
<i>ar (car, garden)</i>	<b><i>car, start, park, arm, garden</i></b>	Speed sound set 2.
<i>ee (see, green)</i>	<b><i>see, tree, green, meet, week</i></b>	Speed sound set 2.
<i>ea (/i:/) (sea, each)</i>	<b><i>sea, dream, meat, each, read (present tense)</i></b>	Speed sound set 3.
<i>ea (/ɛ/) (bread, instead)</i>	<b><i>head, bread, meant, instead, read (past tense)</i></b>	Speed sound set 3.
<i>er (/ɜ:/) (her, person)</i>	<b><i>(stressed sound): her, term, verb, person</i></b>	Speed sound set 3.
<i>er (/ə/) (better, sister)</i>	<b><i>(unstressed schwa sound): better, under, summer, winter, sister ir</i></b>	Not taught as the unstressed schwa because many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.
<i>ir (girl, third)</i>	<b><i>girl, bird, shirt, first, third</i></b>	Speed sound set 2.
<i>ur (turn, burst)</i>	<b><i>turn, hurt, church, burst, Thursday</i></b>	Speed sound set 3.
<i>oo (/u:/) (food, soon)</i>	<b><i>food, pool, moon, zoo, soon</i></b>	Speed sound set 2.
<i>oo (/ʊ/) (book, good)</i>	<b><i>book, took, foot, wood, good</i></b>	Speed sound set 2.
<i>oa (boat, goal)</i>	<b><i>boat, coat, road, coach, goal</i></b>	Speed sound set 3.
<i>oe (toe, goes)</i>	<b><i>toe, goes</i></b>	Taught as alternative to Set 3 o-e as part of the storybook activities.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>
<i>ou (out, sound)</i>	<b><i>out, about, mouth, around, sound</i></b>	Speed sound set 2.
<i>ow (/aʊ/) (now, brown)</i>		Set 2 ow.
<i>ow (/əʊ/) (own, show)</i>		Set 3 ow.
<i>ue (blue, rescue)</i>		ue taught as alternative to Set 3 ew.
<i>ew (new, drew)</i>	<b><i>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</i></b>	
<i>ie (/aɪ/) (tie, dried)</i>	<b><i>lie, tie, pie, cried, tried, dried</i></b>	Speed sounds set 3.
<i>ie (/i:/) (chief, thief)</i>	<b><i>chief field thief</i></b>	Taught as alternative to Set 2 ee.
<i>igh (high, right)</i>	<b><i>high, night, light, bright, right</i></b>	Speed sound set 2.

<i>or (for, horse)</i>	<b><i>for, short, born, horse, morning</i></b>	Speed sound set 2.
<i>ore (more, shore)</i>	<b><i>more, score, before, wore, shore</i></b>	Taught as alternative to Set 2 as part of the storybook activities.
<i>aw (saw, yawn)</i>	<b><i>saw, draw, yawn, crawl</i></b>	Speed sound set 3.
<i>au (author, dinosaur)</i>	<b><i>author, August, dinosaur, astronaut</i></b>	Taught as alternative to Set 3 aw as part of the storybook activities.
<i>air (fair, pair)</i>	<b><i>air, fair, pair, hair, chair</i></b>	Speed sound set 2.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>
<i>ear (dear, year)</i>	<b><i>dear, hear, beard, near, year</i></b>	Speed sound set 3.
<i>ear (/ɛə/) (bear, pear)</i>	<b><i>bear, pear, wear</i></b>	-
<i>are (/ɛə/) (dare, care)</i>	<b><i>bare, dare, care, share, scared</i></b>	Speed sound set 3.
<i>Words ending -y (/i:/ or /ɪ/) (happy, funny)</i>	<b><i>very, happy, funny, party, family</i></b>	Speed sound set 3.
<i>New consonant spellings ph and wh (dolphin, where)</i>	<b><i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i></b>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.
<i>Using k for the /k/ sound (kit, skin)</i>	<b><i>Kent, sketch, kit, skin, frisky</i></b>	K taught as alternative sound for Speed sound set 1 ch.
<i>Adding the prefix -un</i>	<b><i>unhappy, undo, unload, unfair, unlock</i></b>	Not explicitly taught.
<i>Compound words</i>	<b><i>football, playground, farmyard, bedroom, blackberry</i></b>	Not explicitly taught.



English Appendix 1: Spelling Year 1 content	Curriculum example words	<i>Read Write Inc. Phonics</i>
<i>Common exception words</i>	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i>	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).

## *Read Write Inc. Spelling Year 2*

National Curriculum English programmes of study Year 2	<i>Read Write Inc. Spelling</i>
<b>Reading – word reading</b>	
<b>Pupils should be taught to:</b>	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14.  <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words.  <i>Practice Book 2A</i> Special focus 3: Red words.  <i>Practice Book 2B</i> Special focus 1: Red words.
<b>Writing – transcription</b>	
<b>Pupils should be taught to:</b>	
Spell by:	

<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>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.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online. <i>Jumping Red words</i> – every unit.
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40).  <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54).  <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	<i>Practice Book 2B</i> Unit 13: Adding the suffix <b>–ment</b> (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix <b>–ness 1</b> (p.19) and adding the suffix <b>–ness 2</b> (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix <b>–ful</b> (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix <b>–less</b> (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix <b>–ly</b> (p.20).
Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> .	See <u>Appendix 1</u> grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

<b>English Appendix 1: Spelling Year 2 content</b>	<b><i>Read Write Inc. Spelling</i></b>
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The <b>j</b> sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <b>c</b> .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> .
The /r/ sound spelt wr at the beginning of words.	Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
The /l/ or /əl/ sound spelt –le at the end of words.	Year 2B Unit 8 Words ending in <b>–le</b> .
The /l/ or /əl/ sound spelt –el at the end of words.	Year 2B Unit 9 Words ending in <b>–el</b> .
The /l/ or /əl/ sound spelt –al at the end of words.	Year 2B Unit 10 Words ending in <b>–al</b> .
Words ending –il.	Year 2B Special Focus 3 Words ending in <b>–il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The /aɪ/ sound spelt –y at the end of words.	Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
Adding –es to nouns and verbs ending in –y.	Year 2B Unit 15 Adding the suffix <b>–es</b> (where the root word ends in <b>y</b> ).
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Year 2A Unit 13 Adding the suffix <b>–ed</b> (2) (swapping <b>y</b> for <b>i</b> ).  Year 2B Unit 3 Adding the suffixes <b>–er</b> or <b>–est</b> (2) (swapping <b>y</b> for <b>i</b> ).
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 2A Unit 4 Adding the suffix <b>–y</b> (2) (to words ending in <b>e</b> ).  Year 2A Unit 9 Adding the suffix <b>–ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ).

Year 2A Unit 14 Adding the suffix **-ed** (3)  
*(dropping **e** to add **-ed**, and revision of doubling final  
consonant and swapping **y** for **i**).*

Year 2B Unit 2 Adding the suffixes **-er** or **-est** (1)  
*(words where no change is needed; words ending in **e**).*

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 2A Unit 3 Adding the suffix <b>–y</b> (1) <i>(to words ending in a short vowel and a consonant).</i>  Year 2A Unit 8 Adding the suffix <b>–ing</b> (1) <i>(to words ending in a short vowel and a consonant).</i>  Year 2B Unit 4 Adding the suffixes <b>–er</b> or <b>–est</b> (3) <i>(doubling consonant, where the root word ends in short vowel plus consonant).</i>
The /ɔ:/ sound spelt a before l and ll.	Year 2A Unit 1 The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> .
The /ʌ/ sound spelt o.	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /i:/ sound spelt –ey.	Year 2B Unit 5 The <b>ee</b> sound spelt <b>ey</b> .
The /ɒ/ sound spelt a after w and qu.	Year 2A Unit 11 The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> .
The /ɜ:/ sound spelt or after w.	Year 2B Special Focus 5 The <b>ir</b> sound spelt <b>or</b> after <b>w</b> .
The /ɔ:/ sound spelt ar after w.	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /z/ sound spelt s.	Year 2B Special Focus 3 Words ending in <b>–il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The suffixes –ment, –ness, –ful, –less and –ly.	Year 2A Unit 5, <b>–ly</b> Adding the suffix <b>–ly</b> <i>(to words to make adverbs).</i>  Year 2B Unit 6, <b>–ness</b> (1) Adding the suffix <b>–ness</b> (1) <i>(adding to a root word with no change to the root word).</i>  Year 2B Unit 7, <b>–ness</b> (2) Adding the suffix <b>–ness</b> (2) <i>(swapping y to i).</i>  Year 2B Unit 11, <b>–ful</b> Adding the suffix <b>–ful</b>  Year 2B Unit 12, <b>–less</b> Adding the suffix <b>–less</b> .  Year 2B Unit 13, <b>–ment</b> Adding the suffix <b>–ment</b> .
Contractions.	Year 2A Special Focus 5 Contractions and apostrophes.  Year 2B Special Focus 6 Contractions and apostrophes.
Possessive apostrophe (singular nouns).	Year 2A Special Focus 5 Contractions and apostrophes.  Year 2B Special Focus 7 Possessive apostrophes.
Words ending in –tion.	Year 2B Unit 14 Words ending in <b>–tion</b> .
Homophones and near-homophones.	Year 2A Special Focus 2 Homophones.  Year 2A Special Focus 4 Homophones.  Year 2B Special Focus 2 Homophones.
Common exception words.	Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities,

such as *Jumping red words*, *Dictation* and *Words to log and Learn*.

## Read Write Inc. Spelling Years 3–4

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
Reading - word reading	
<b><i>Pupils should be taught to:</i></b>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter <b>y</b>
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short <b>u</b> sound spelt <b>ou</b>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b> Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b> Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b> Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b>

	Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-, in-, mis-</b> and <b>dis</b> Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b>
The suffix –ation	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
The suffix –ly	Year 3 Unit 4 Adding the suffix <b>-ly</b> ( <i>to adjectives to form adverbs</i> ) Year 4 Unit 4 Adding the suffix <b>-ly</b> ( <i>to adjectives to form adverbs</i> )
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in <b>-ture</b> Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b>
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
The suffix –ous	Year 3 Unit 3 Adding the suffix <b>-ous</b> Year 4 Unit 7 Words ending in <b>-ous</b>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 3 Unit 9 Adding the suffix <b>-ion</b> ( <i>to root words ending in <b>t</b> or <b>te</b></i> ) Year 3 Unit 10 Adding the suffix <b>-ian</b> ( <i>to root words ending in <b>c</b> or <b>cs</b></i> ) Year 4 Unit 13 Adding the prefix <b>super-</b> Year 4 Unit 14 Adding the prefix <b>sub-</b>
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1  Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as

## *Read Write Inc. Spelling Years 5–6*

National Curriculum English programmes of study Year 5 & 6	<i>Read Write Inc. Spelling</i>
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
<b>Pupils should be taught to:</b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.



<p style="text-align: center;"><b>English</b></p> <p style="text-align: center;"><b>Appendix 1: Spelling</b></p> <p style="text-align: center;"><b>Years 5 and 6 content</b></p>	<p style="text-align: center;"><b>Read Write Inc. Spelling</b></p>
<p>Endings which sound like /ʃəs/ spelt –cious or –tious.</p>	<p>Year 5 Unit 10 Words ending in <i>shus</i> spelt <b>-cious</b></p> <p>Year 5 Unit 11 Words ending in <i>shus</i> spelt <b>-tious</b></p>
<p>Endings which sound like /ʃəl/.</p>	<p>Year 5 Unit 12</p> <p>Words ending in <i>shul</i> spelt <b>-cial</b> or <b>-tial</b></p>
<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p>	<p>Year 5 Unit 6 Words ending in <b>-ent</b></p> <p>Year 5 Unit 7 Words ending in <b>-ence</b></p> <p>Year 5 Unit 9 Words ending in <b>-ant, -ance</b> and <b>-ancy</b></p>
<p>Words ending in –able and –ible.</p>	<p>Year 5 Unit 2 Words ending in <b>-ible</b></p> <p>Year 5 Unit 3 Words ending in <b>-able</b></p>
<p>Words ending in –ably and –ibly.</p>	<p>Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b></p> <p>Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b></p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer.</p>	<p>Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i></p>
<p>Use of the hyphen.</p>	<p>Year 6 Special focus 9 Hyphens</p>
<p>Words with the /i:/ sound spelt ei after c.</p>	<p>Year 5 Unit 8 The <i>ee</i> sound spelt <b>ei</b></p> <p>Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b></p>
<p>Words containing the letter-string ough.</p>	<p>Year 5 Special focus 1 Words that contain the letter-string <b>ough</b></p> <p>Year 6 Special focus 1 Words containing the letter-string <b>ough</b></p>
<p>Words with ‘silent’ letters.</p>	<p>Year 5 Unit 1 Words with silent letter <b>b</b></p> <p>Year 5 Unit 4 Words with silent letter <b>t</b></p> <p>Year 6 Unit 8 Silent letters (<i>silent k, g, l, n</i>)</p>
<p>Homophones.</p>	<p>Year 5 Special focus 2 Homophones</p> <p>Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused</p>
<p>Years 5 and 6 word list.</p>	<p>Year 5 Special focus 1 (Orange words)</p> <p>Year 5 Special focus 3 (Orange words)</p>

Year 5 Special focus 4 (Orange words)

Year 5 Special focus 6 (Orange words)

Year 5 Special focus 7 (Orange words)

Year 5 Special focus 9 (Orange words)

Year 5 Special focus 10 (Orange words)

Year 5 Special focus 11 (Orange words)

Year 5 Special focus 12 (Orange words)

Year 6 Special focus 2 (Orange words)

Year 6 Special focus 4 (Orange words)

Year 6 Special focus 5 (Orange words)

Year 6 Special focus 7 (Orange words)

Year 6 Special focus 8 (Orange words)

Year 6 Special focus 11 (Orange words)

Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.