



## Phonics and Spelling school Progression

Read Write Inc. Spelling Year 1: Curriculum matching chart.

<b>National Curriculum programmes of study Year 1</b>		
	<b>Read Write Inc. Phonics</b>	<b>Writing</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> <p>* 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 s h r / j v y w / t h z c h q u x n g n k</p> <p>* Set 2 <i>Speed sounds</i> teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>* Set 3 <i>Speed sounds</i> 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</p> <p>The <i>Speed sounds</i> 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 <i>Complex Speed Sound</i> 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'. These have a special focus throughout the programme, to ensure children learn to read and</p>	<p>There are 9 <i>Get Writing!</i> activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing!</i></p> <ol style="list-style-type: none"> <li>1. Play 'Fred Rhythms' to learn to spell the words – encoding</li> <li>2. Play 'Fred Fingers' to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> </ol>

	spell them with confidence.	
	<b><i>Read Write Inc. Phonics</i></b>	<b><i>Read Write Inc. Get Writing!</i></b>
<b>Writing – transcription (continued)</b>		
Pupils should be taught to: <ul style="list-style-type: none"> <li>name the letters of the alphabet in order</li> </ul>	Pink/Orange Level.	Yellow level.
Pupils should be taught to: <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.	Children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
Pupils should be taught to: <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><i>Read Write Inc. Phonics</i></b>	<b><i>Read Write Inc. Get Writing!</i></b>
<b>Writing – vocabulary, grammar and punctuation</b>		
Pupils should be taught to: <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>	‘I’ taught as alternative to Set 2 as part of the storybook activities.  Days of the week taught as part of weekly activities <i>Read Write Inc. Spelling</i>	Children are taught to use capital letters at the start of sentences, for names and for the word ‘I’.

### National Curriculum Appendix 1: Spelling Year 1

English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>	<i>Read Write Inc. Spelling</i> The <i>Read Write Inc.</i> Spelling programme covers Years 2-6, but provides activities to assess and revise the Year 1 content of English Appendix 1: Spelling
<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.	Throughout.	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck.
<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.	Throughout.	Quick recap: Pre-programme Activity 2 bank.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.	-	Quick recap: Pre-programme Activity 2; pre-programme Activity 5 question 2. If you feel children need further practice, work through Pre-programme Special focus 2 (available online).
<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.	Throughout.	Quick recap: Pre-programme Activity 2 catch.
<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.	Throughout.	Quick recap: Pre-programme Activity 2 give.
<i>Adding s and es to words (plural of nouns)</i>	<b>cats, dogs, spends, rocks, thanks</b>	Throughout fiction and non-fiction.	Children will use plural nouns and third person singular	Quick check: Pre-programme Activity 5 question 4. If

<i>and the third person singular of verbs)</i>	<b>catches</b>		verbs ending with s and es where appropriate in their writing.	children need further practice, work through Pre-programme Special focus 4 and Special focus 5 (available online).
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Get Writing!</b>	<b>Read Write Inc. Spelling</b>
<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.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel children need further practice, work through Pre-programme Special focus 7 and Special focus 8 (available online).
<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.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel children need further practice, work through Pre-programme Special focus 6 (available online).
<i>ai, oi (rain, oil)</i>	<b>rain, wait, train, paid, afraid oil, join, coin, point, soil</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 train spoil.
<i>ay, oy (day, enjoy)</i>	<b>day, play, say, way, stay boy, toy, enjoy, annoy</b>	Speed sounds set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 day boy.
<i>a-e (made, safe)</i>	<b>made, came, same, take, safe</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 make.

<i>e-e (these, complete)</i>	<b>these, theme, complete</b>	-	-	Quick recap: Pre-programme Activity 2 theme.
<i>i-e (five, ride)</i>	<b>five, ride, like, time, side</b>	Speed sound set 3.	Grey level.	Quick recap: Pre-programme Activity 2 kite.
<i>o-e (home, hope)</i>	<b>home, those, woke, hope, hole</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 smoke.
<i>u-e (June, rude)</i>	<b>June, rule, rude, use, tube, tune</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 rude.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Get Writing!</b>	<b>Read Write Inc. Spelling</b>
<i>ar (car, garden)</i>	<b>car, start, park, arm, garden</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 car.
<i>ee (see, green)</i>	<b>see, tree, green, meet, week</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 see.
<i>ea (/i:/) (sea, each)</i>	<b>sea, dream, meat, each, read (present tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 dream.
<i>ea (/ɛ/) (bread, instead)</i>	<b>head, bread, meant, instead, read (past tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 head.
<i>er (/ɜ:/) (her, person)</i>	<b>(stressed sound): her, term, verb, person</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 verb.
<i>er (/ə/) (better, sister)</i>	<b>(unstressed schwa sound): better, under, summer, winter, sister ir</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>girl, bird, shirt,</b>	Speed sound set 2.	Blue and Grey Level.	Quick recap: Pre-programme

	<b>first, third</b>			Activity 2 whirl.
<i>ur</i> (turn, burst)	<b>turn, hurt, church, burst, Thursday</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 burn.
<i>oo</i> (/u:/) (food, soon)	<b>food, pool, moon, zoo, soon</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 zoo.
<i>oo</i> (/ʊ/) (book, good)	<b>book, took, foot, wood, good</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 look.
<i>oa</i> (boat, goal)	<b>boat, coat, road, coach, goal</b>	Speed sound set 3.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 boat.
<i>oe</i> (toe, goes)	<b>toe, goes</b>	Taught as alternative to Set 3 o-e as part of the storybook activities.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 toe.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Get Writing!</b>	<b>Read Write Inc. Spelling</b>
<i>ou</i> (out, sound)	<b>out, about, mouth, around, sound</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 shout.
<i>ow</i> (/aʊ/) (now, brown) <i>ow</i> (/əʊ/) (own, show) <i>ue</i> (blue, rescue) <i>ew</i> (new, drew)	<b>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</b>	Set 2 ow. Set 3 ow. ue taught as alternative to Set 3 ew.	Pink onwards for Set 2 ow; Yellow onwards for Set 3 ow, ew and alternative ue.	Quick recap: Pre-programme Activity 2 blow, brown, blue, chew.
<i>ie</i> (/aɪ/) (tie, dried)	<b>lie, tie, pie, cried, tried, dried</b>	Speed sounds set 3.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 tie.
<i>ie</i> (/i:/) (chief, thief)	<b>chief field thief</b>	Taught as alternative to Set 2 ee.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 chief.
<i>igh</i> (high, right)	<b>high, night, light, bright, right</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 high.
<i>or</i> (for, horse)	<b>for, short, born,</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme.

	<b>horse, morning</b>			Activity 2 for
ore ( <i>more, shore</i> )	<b>more, score, before, wore, shore</b>	Taught as alternative to Set 2 as part of the storybook activities.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 snore.
aw ( <i>saw, yawn</i> )	<b>saw, draw, yawn, crawl</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 law.
au ( <i>author, dinosaur</i> )	<b>author, August, dinosaur, astronaut</b>	Taught as alternative to Set 3 aw as part of the storybook activities.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 author.
air ( <i>fair, pair</i> )	<b>air, fair, pair, hair, chair</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 fair given as example.
<b>English Appendix 1: Spelling Year 1 content</b>	<b>Curriculum example words</b>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Get Writing!</b>	<b>Read Write Inc. Spelling</b>
ear ( <i>dear, year</i> )	<b>dear, hear, beard, near, year</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 ear given as example.
ear (/ɛə/) ( <i>bear, pear</i> )	<b>bear, pear, wear</b>	-	-	Quick recap: Pre-programme Activity 2 bear.
are (/ɛə/) ( <i>dare, care</i> )	<b>bare, dare, care, share, scared</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 care.
Words ending -y (/i:/ or /ɪ/) ( <i>happy, funny</i> )	<b>very, happy, funny, party, family</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 happy.
New consonant spellings ph and wh ( <i>dolphin, where</i> )	<b>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</b>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.	Ditties.	Quick recap: Pre-programme Activity 2 which, photo.
Using k for the /k/	<b>Kent, sketch, kit,</b>	K taught as alternative	Throughout.	Quick recap: Pre-programme

sound ( <i>kit, skin</i> )	<b>skin, frisky</b>	sound for Speed sound set 1 ch.		Activity 2 skin.
Adding the prefix <i>-un</i>	<b>unhappy, undo, unload, unfair, unlock</b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.	Quick check: Pre-programme Activity 5, question 3. If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
Compound words	<b>football, playground, farmyard, bedroom, blackberry</b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing it modelled by the teacher.	Quick check: Pre-programme Activity 5, question 1. If you feel children need further practice, work through Pre-programme Special focus 1 (available online).

English Appendix 1: Spelling Year 1 content	Curriculum example words	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>	<i>Read Write Inc. Spelling</i>
<i>Common exception words</i>	<b>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</b>	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).	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).	Practised as Red words in activities in every unit of the programme in Year 2. These words are available to print and make into cards in the Red words Word bank.



Read Write Inc. Spelling Year 2 Curriculum matching chart.

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</b> 1 (p.19) and adding the suffix <b>–ness</b> 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix <b>–ful</b> (p.37).
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	Practice Book 2B Unit 12: Adding the suffix <b>-less</b> (p.40). Practice Book 2A 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.

English Appendix 1: Spelling Year 2 content	Read Write Inc. Spelling
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 /əɫ/ sound spelt -le at the end of words.	Year 2B Unit 8 Words ending in <b>-le</b> .
The /l/ or /əɫ/ sound spelt -el at the end of words.	Year 2B Unit 9 Words ending in <b>-el</b> .
The /l/ or /əɫ/ 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 <b>-ed</b> (3) (dropping <b>e</b> to add <b>-ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>-er</b> or <b>-est</b> (1) (words where no change is needed; words ending in <b>e</b> ).

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) (to words ending in a short vowel and a consonant). Year 2A Unit 8 Adding the suffix <b>-ing</b> (1) (to words ending in a short vowel and a consonant). Year 2B Unit 4 Adding the suffixes <b>-er</b> or <b>-est</b> (3) (doubling consonant, where the root word ends in short vowel plus consonant).
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> (to words to make adverbs). Year 2B Unit 6, <b>-ness</b> (1) Adding the suffix <b>-ness</b> (1) (adding to a root word with no change to the root word). Year 2B Unit 7, <b>-ness</b> (2) Adding the suffix <b>-ness</b> (2) (swapping <b>y</b> to <b>i</b> ). 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 <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .

Read Write Inc. Spelling Years 3–4 Curriculum matching chart.

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</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

(See Handbook p.48 for match to Programme of study Year 3/4: Writing – transcription objectives.)

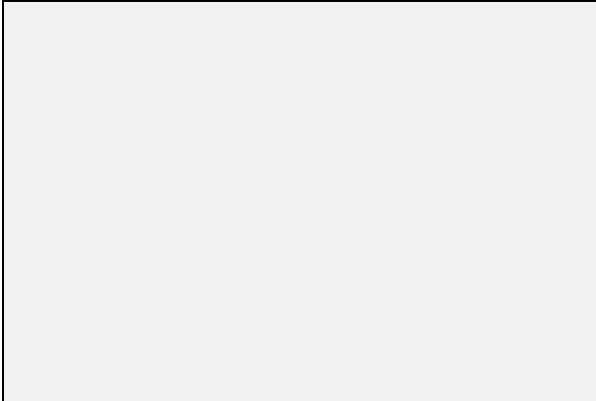
English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <b>i</b> 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 <b>-ly</b>	Year 3 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs) Year 4 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
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 <b>-ous</b>	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 <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian</b>	Year 3 Unit 9 Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b> ) Year 3 Unit 10 Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b> ) 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 <b>ch</b> (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Words with the /ʃ/ sound spelt <b>ch</b> (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 <b>-gue</b> and the /k/ sound spelt <b>-que</b> (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 <b>sc</b> (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt <b>ei</b> , <b>eigh</b> , or <b>ey</b>	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei</b> , <b>eigh</b> , <b>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 <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

Read Write Inc. Spelling Years 5–6 Curriculum matching chart

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>Writing - transcription</b>	
Spelling (see English Appendix 1)	
<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.

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