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Quick
Look

Read Write Inc.

Spelling

**Embed impressive spelling skills
in just 15 minutes a day**

A guide to Read Write Inc. Spelling resources

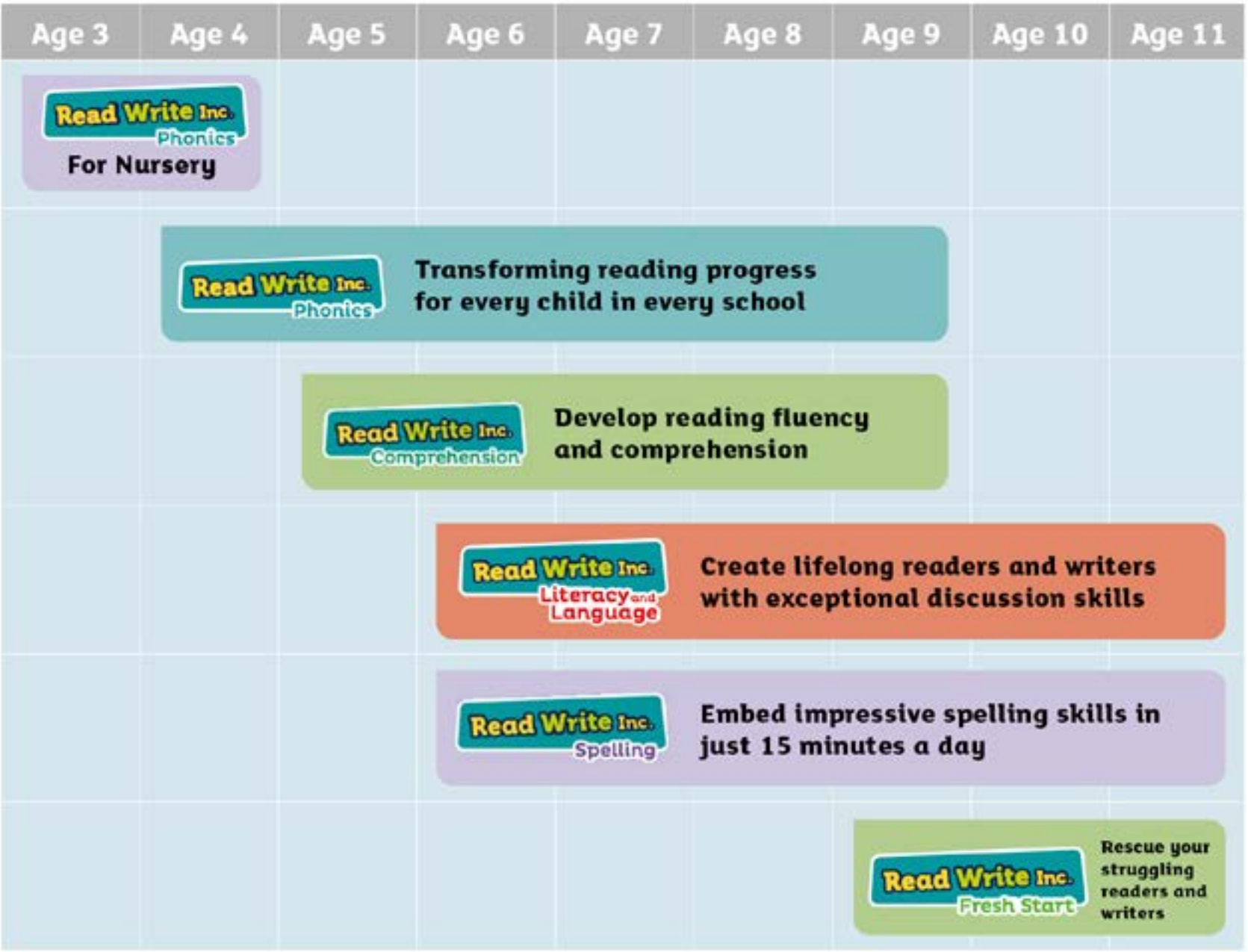


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What is Read Write Inc.?

Developed by Ruth Miskin, the Read Write Inc. program provide a whole-school approach to teaching literacy that ensures consistency across a student’s primary years.

Resources are published by Oxford University Press and professional development is provided by Ruth Miskin Training.



Read Write Inc. Spelling is a comprehensive program made up of daily lessons of 15 minutes, for students in Years 2–6 (P3–P7) who are fluent readers.

It uses many of the familiar key teaching strategies, and builds upon activities used in Read Write Inc. Phonics, to maintain progress and help students develop confident spelling. The program is also easy to use for schools which don't follow Read Write Inc. Phonics.

Read Write Inc. Spelling also meets the spelling requirements of the 2014 National Curriculum.



1

Learn something new

Online Spelling zone videos with exciting characters introduce a new spelling focus for the unit in a carefully levelled, memorable way.

2

Practise

Students continually practise the words they are learning, in activities such as **Word changers**, **Dots and dashes**, **Four-in-a-row** and **Jumping Red/Orange words**.

3

Consolidate in context

Activities such as **Choose the right word**, **Dictation** and **Team teach** provide further practice and consolidation in context.

4

Review

Students work together to review the words from the unit. **Rapid recap**, **Consolidation** days and **Practice tests** assess student's knowledge of the words they have learnt.

5

Personal progression

Each student decides which words they find tricky and lists them in their Log Book to practise in school and at home.





Training films showing how to teach the Read Write Inc. Spelling program to fluent readers in Years 2 to 6 (P3 to 7) are available from Ruth Miskin Training.

This is included in the Online Training Subscription from Ruth Miskin Training, and is also available as a standalone subscription.

[More information from Ruth Miskin Training](#)

Unit 3.8: How to teach Red and Orange words (17 mins + practice time)

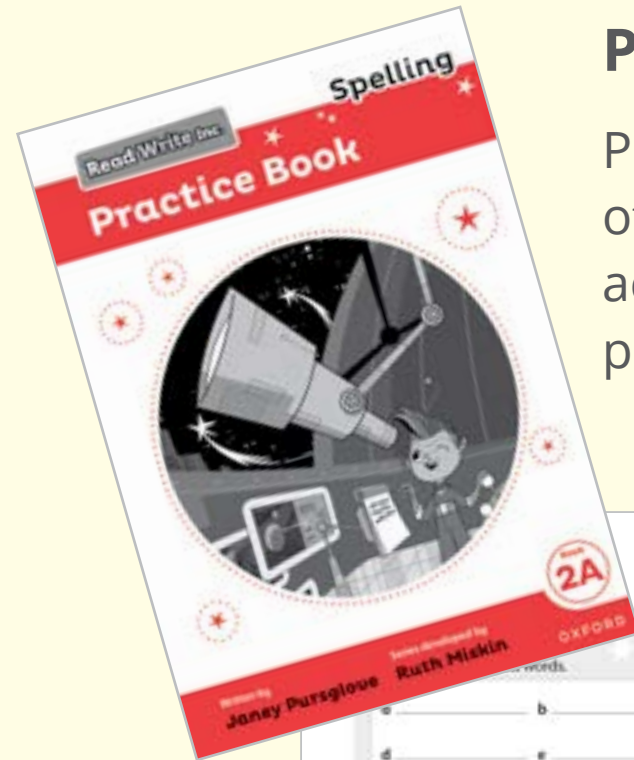
Teaching Red and Orange words

Session	Activities
1	Speed spell Spelling zone Dots and dashes
2	Rapid recap (online only) Word changers Teaching Red and Orange words
3	Word to log and learn Dictation Teaching Red and Orange words
4	Four-in-a-row Choose the right word Teaching Red and Orange words
5	Team teach Jumping Red/ Orange words

A woman with long brown hair, wearing a dark blue top, smiling and standing with her hands clasped in front of her.

Practice Books

Practice Books provide a range of comprehensive, engaging activities ensuring lots of written practice of the target spellings.



Spelling zone

1 Take turns to read the information, the sound box and the words.

When **c** comes just before **k**, **g** or **q** it usually makes the **s** sound. It is called **soft c**.

s	
ss	
se	
ce	city cell exercise key cycle
c	rice mice joney

2 Write a sentence including one word from the box above.

Circle any errors. Write the corrected spellings in your Log Book.

Dots and dashes

Dot and dash the graphemes in the words. Write the number of sounds.

Tip: Draw a 'smile' to link **g** and **h** when they make the **ay** or **igh** sound in a word.

face	3	except	4	police	5
race		exercise		notice	
price		excellent		cycle	
certain		concent		city	
coras		concentrate		pencil	

Word changers

Complete the tables.

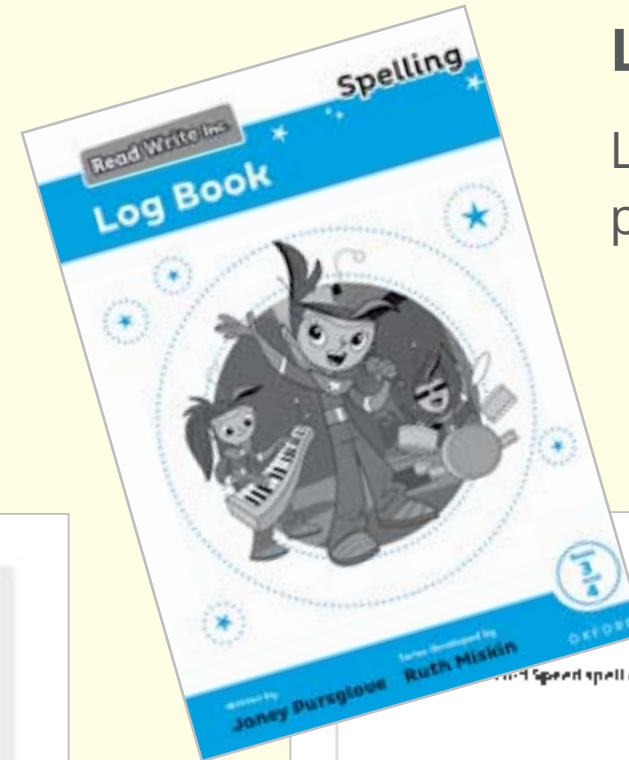
root word	root word + suffix	root word	root word + suffix
city	cities	exercise	exercises
	prices		exercised
	noticed		concentrated
	offices		concentrates
			dances

Words to log and learn

Choose five words from **Dots and dashes** and **Word changers** that you find hard to spell. Write them on p.9 of your Log Book. Circle the part of the word that you find the hardest to remember. Explain to your partner why and discuss how you will learn it.

Log Books

Log Books ensure a clear record of progress.



Words to log and learn

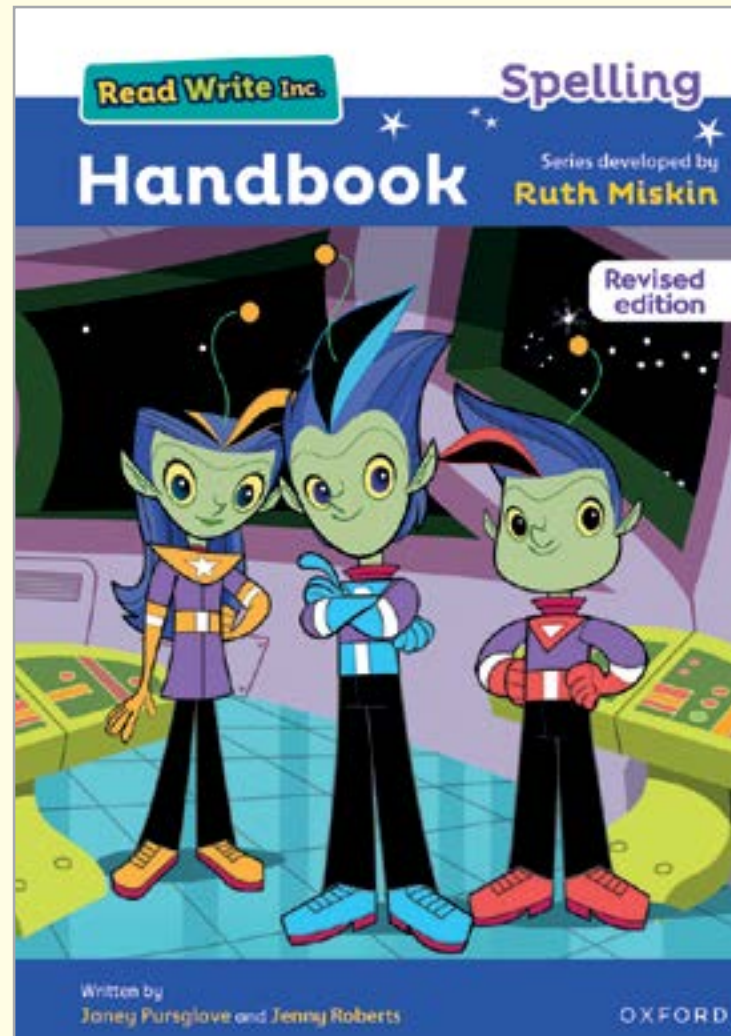
Write five new words in your Log Book. Write the part of the word that is hard to remember.

Tip: If you know a word, write it in your Log Book. Write the part of the word that is hard to remember.

Orange words chart

- A accident ☐ actual ☐ actually ☐ address ☐ answer ☐ appear ☐ arrive ☐
- B balance ☐ blade ☐ breath ☐ bureau ☐ build ☐ business ☐ buy ☐
- C camera ☐ caught ☐ centre ☐ change ☐ certain ☐ cards ☐ complete ☐ consider ☐ continue ☐
- D dance ☐ describe ☐ discuss ☐ difficult ☐ discover ☐
- E early ☐ earth ☐ eight ☐ either ☐ enough ☐ excuse ☐ explain ☐ experience ☐ extreme ☐
- F famous ☐ family ☐ fear ☐ fear ☐ forward ☐ fun ☐
- G garden ☐ group ☐ guess ☐ guide ☐
- H hand ☐ heart ☐ happy ☐ history ☐
- I imagine ☐ important ☐ interest ☐ instead ☐
- JK knowledge ☐
- L learn ☐ laugh ☐ lay ☐

Teacher Handbook: Revised Edition



How a unit works

Dots and dashes

Purpose: to help children to match speech sounds to graphemes

- Ask the children to open their Practice Books and complete the Dots and dashes table.
- Show the children how to complete the Dots and dashes table for two or three words:
 - ask children to say the sounds
 - write the total number of sounds for each word
 - dot the graphemes written with one letter
 - dash the graphemes written with two or three letters
 - draw a 'smile' (link) to indicate a split grapheme, e.g. s-s, l-l, o-o, u-u
 - circle the silent letters and not count them as a sound in the later years.
- If there are any Tips or Weird Word Warnings, discuss them with the children before they complete the activity. The Tips and Weird Word Warnings flag up points of interest about specific words and will help children to complete the activities correctly.

Dots and dashes

Dot and dash the graphemes in the words. Write the number of sounds.

stop	4	slip	nod
trot		flap	prod
shop		grip	begin
grab		chat	drop
split		shrug	run

When children have completed their tables, display the Online Resource file with the answers for this activity for children to tick, or circle and correct their answers.

How a unit works

Session 2

Rapid recap

Purpose: to check that the children have retained the information that they learnt recently

- Navigate to the online file for this activity. The character who introduced the key focus in the previous session will ask the children to TTYP to recall the focus of the unit. Take feedback chorally or from two partners.
- If appropriate to the unit focus, ask all of the children to say the key rule, rhyme or phrase they learnt in the previous session's Spelling zone, chorally.

Word changers

Purpose: to help children to understand how a root word is affected by a suffix and/or prefix

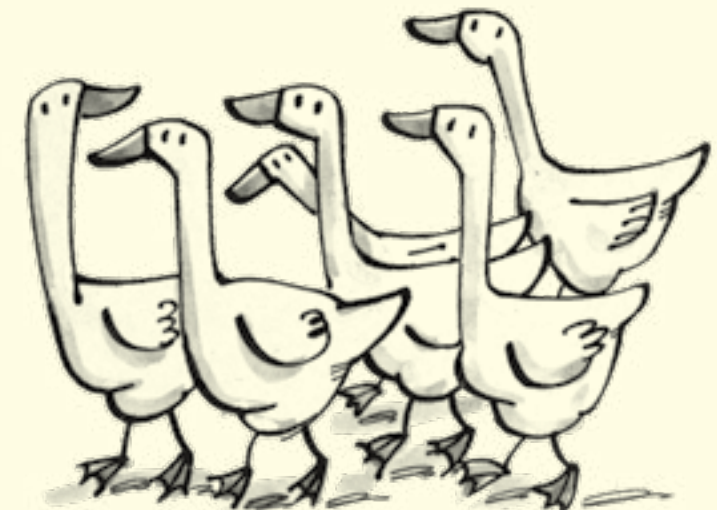
- Remind the children what a root word is, i.e. the root gives the most meaning to a word and doesn't have a suffix or a prefix added.
- Tell the children that a prefix can be attached to the front of a root word and a suffix can be attached to the end of a root word.
- Explain that many new words can be built by adding prefixes and/or suffixes to root words.
- Where appropriate, explain how the word class can change, e.g. an adjective (kind) can become a noun (kindness).
- Show on the flipchart how to complete the word changers table for one or two words.
- Ask the children to complete the Word changers table in their Practice Book, after discussing any Tips or Weird Word Warnings.

Word changers

Complete the table.

root word	root word + suffix -ing
prod	prodding
begin	
spin	
nod	
shrug	
drop	
skip	
run	

The Teacher Handbook provides clear, structured support for each lesson and is in line with training updates from Ruth Miskin Training.



Sounds Chart

An A0 size classroom poster showing the sounds in the program.

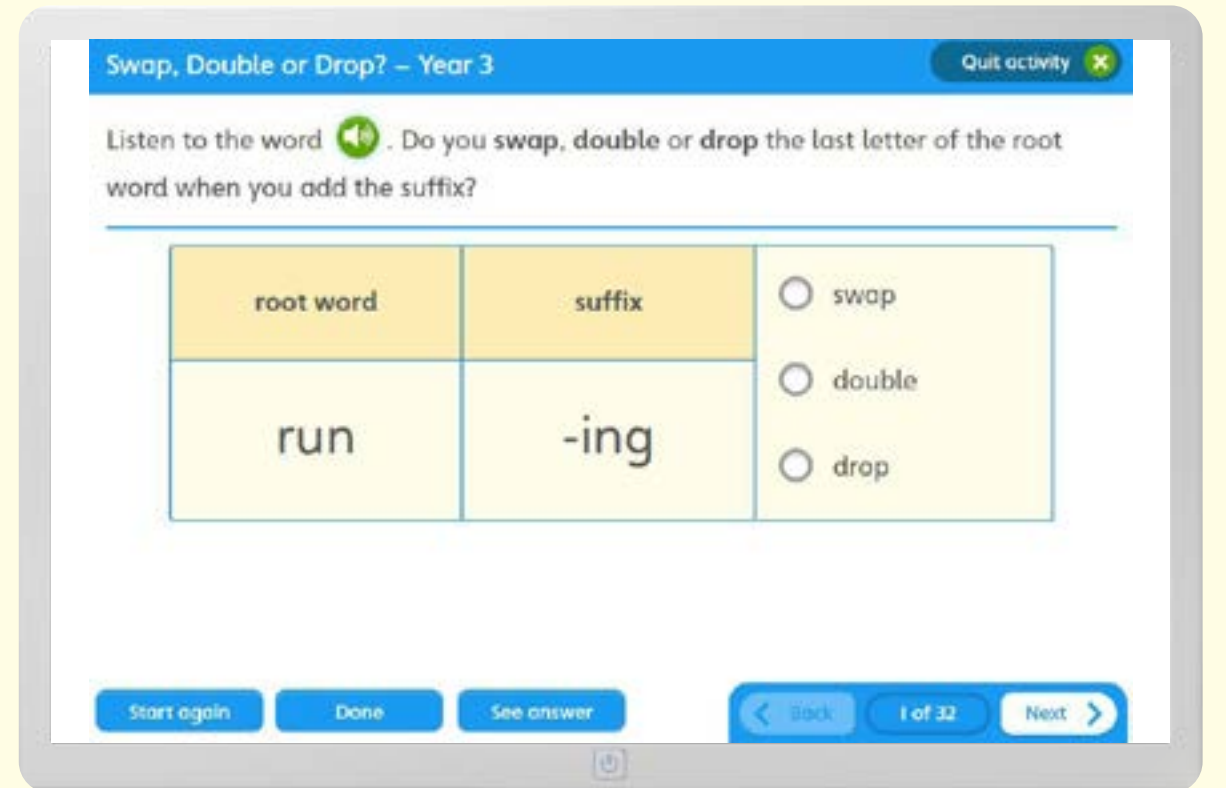
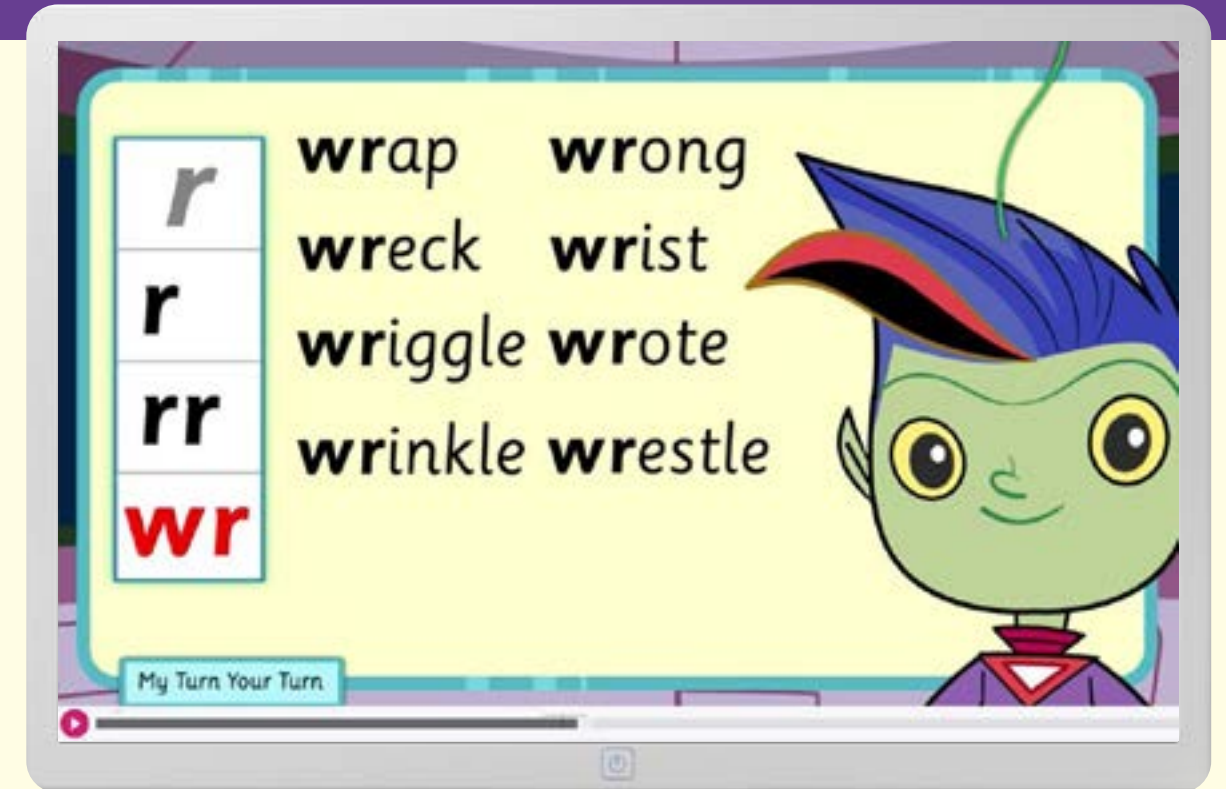
Available as single copies and in a pack of 5.

Read Write Inc. Spelling – Sounds Chart											
Consonant sounds											
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
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											
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		
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		

Accessed through Oxford Owl, Read Write Inc. Spelling Online is fully embedded within the program's teaching resources.

Engaging characters in the Spelling Zone videos explain the spelling rules for each unit. Also included are Special Focus and Consolidation files, Dictation activities, half-termly and end-of-year Practice Tests, Challenge activities and practice of the words from the National Curriculum wordlists.

The Extra Practice Zone includes over 1,000 activity screens for whole-class practice, focusing on areas students often find challenging. A Class Login is also available enabling students to do the practice activities at home.



“Read Write Inc. Spelling is a clear, structured and engaging program. It is easy for staff to teach and enjoyed by all students.”

Laura Skipper, Teacher and SENCO, Limb Rick Wood Primary School, Coventry

“The structured activities and online videos enable teachers to teach spelling in a fun and effective way.”

Joan Cullen, Headteacher at Sacred Heart Primary School, Luton

“My students love the program and can’t wait for their Read Write Inc. Spelling time every day - even Year 6!”

Hollie Bearne, Assistant Principal, Tywardreath School, Cornwall



Find out more:

Visit <https://www.oup.com.au/rwispelling>

Get in touch:

Contact your Local Educational Consultant for
free advice and support on your resources
[oup.com.au/contact](https://www.oup.com.au/contact)

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