

RWI Spelling





RWI Spelling

- Years 3-6 : Read Write Inc. Spelling programme

It takes place 2-3 times a week for approximately 15-20 minutes.

Terminology

- **Phoneme** – the smallest unit of **sound**. Every word made up of sounds. c-a-t has 3 sounds, sh-i-p has 3 sounds, s-t-o-p has 4 sounds.
- **Grapheme** – ‘the way we write a sound’. A letter or group of letters to represent one sound. c-a-t has 3 graphemes, sh-i-p has 3 graphemes, s-t-o-p has 4 graphemes.
- **Decode** - joining phonemes (sounds) together to read a word
- **Encode** - using phonetic knowledge to spell a word
- **Root word** - a word with no prefixes/suffixes added to it (happy, educate, please)
- **Prefix** – a group of letters added to the to the **beginning** of a word e.g. **un**happy, **dis**pleased
- **suffixes** – a group of letters added to the to the **end** of a word e.g. think**ing**, happ**ily**, pleas**ed**, educat**ion**

The language of spelling (continued)

- **Compound word** – a word made up of two or more words e.g. Moonlight, football, playground.
- **Antonyms** – opposites e.g. Large – tiny
- **Synonyms** – words which have the same or similar meaning e.g. run: sprint, jog, dash, race
- **Homophones** – that sound the same but are spelt differently e.g. **threw/ through**
- **Homographs** – words that are spelt the same are pronounced differently e.g. Lead (to go in front of) / lead (a metal)
- **morphology** - the structure of words (root words/prefixes / suffixes)
- **etymology** - the origins of words and how their meanings have changed through history e.g. tele (long distance), micro (small), phone (speak), cent (French - 'hundred').

Why is English so complex ?

English has **26** letters...

creating **44** sounds (phonemes)...

in over **150** letter combinations (graphemes)...

to form about **half a million words** in current use.

The complex chart

So many grapheme choices!

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Phonics For Spelling

same number of sounds = same number of graphemes

cat = 3 sounds / 3 graphemes

ship = 3 sounds / 3 graphemes

night = 3 sounds / 3 graphemes

pence = 4 sounds / 4 graphemes

stand = 5 sounds / 5 graphemes



Multisyllabic Words

gar / den

Wed / nes / day

be / cau se

ex / plan / a / tion



Activity 6

Prefixes, suffixes, plurals...

hike – hiking

fly - flies

shout - shouted

happyy – happiest - happily



Word list – years 3 and 4

- accident(ally)
- **breath** (e)
- **breathe** (ee)
- caught
- certain
- circle
- different
- disappear
- favourite
- February
- fruit
- heard
- knowledge
- length
- mention
- often
- opposite
- remember
- sentence
- straight
- strength
- suppose
- **thought** (or)
- **through** (oo)



Word list – years 5 and 6

- achieve
- ancient
- bargain
- bruise
- competition
- determined
- disastrous
- embarrass
- environment
- explanation
- government
- language
- mischievous
- muscle
- necessary
- neighbour
- nuisance
- opportunity
- parliament
- physical
- profession
- rhythm
- secretary
- shoulder
- signature
- thorough
- twelfth



root word	prefix dis- + root word
like	dislike
agree	disagree
obey	disobey
connect	disconnect
appear	disappear
approve	disapprove

Explanation

Adding **im-** to root words beginning with **m** or **p**

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____
d _____ e _____ f _____

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

Spelling zone

1 Take turns to read the information and the words.

We can add **im-** to root words beginning with **m** or **p**.
It changes a root word into its opposite.

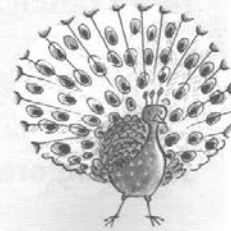
im + patient **im**patient **im** + possible **im**possible
im + polite **im**polite **im** + mortal **im**mortal

2 Write the correct word from the box above to match each definition.

_____ able to live forever

_____ not able to be done

3 What is an **antonym**? Discuss with your partner and then write your explanation.



Dots and dashes



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

perfect	6
patient	
mortal	
polite	

correct	
dependent	
visible	
frequent	

lock	
happy	
safe	
kind	



Read Write Inc. Spelling 3 Dots and dashes

Spelling 3 Unit 2 File 2.2 Dots and dashes

perfect	6
patient	6
mortal	5
polite	5

correct	6
dependent	9
visible	6
frequent	7

lock	3
happy	4
safe	3
kind	4

Word changers

Complete the tables.

prefix	root word	prefix + root word
im-	possible	impossible
im-	perfect	
		immature
im-	patient	
		immortal

Revision

prefix	root word	prefix + root word
in-	capable	incapable
in-	complete	
in-	dependent	
dis-	honest	dishonest
dis-	connect	
un-	kind	unkind
un-	happy	

Click Reveal to show the answers.

prefix	root word	prefix + root word
im-	possible	impossible
im-	perfect	
		immature

Start again

Reveal

< Back

1 of 4

Next >



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.

Dictation

Take turns to read aloud one of the dictation sentences from Unit 2, p.62 (Partner 1) and p.63 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1 _____

2 _____

Four-in-a-row

Choose a word from **Dots and dashes** or **Word changers** and say it to your partner. Ask them to write it down. Circle any wrong letters. If the word is right, tick a shape in your partner's book. Can you both spell four in a row correctly?



Partner 1 dictation sentences

Unit 1

The spelling was incorrect.
Jack and I dislike peas.

Unit 2

That is an impossible task.
Playing with food is immature.

Unit 3

Be generous and share the cake.
Dad looks ridiculous.

Unit 4

The monster is horribly twisted.
I was completely wrong.

Unit 5

I like adventure stories.
We can capture the creature.

Unit 6

The preparation took ages.
The exploration was fun.

Unit 7

I am a character in the play.
My dad is a chemist.

Unit 8

I have checked my parachute.
The chef dropped the sugar.

Unit 9

The injection did not hurt.
Sally has a sticker collection.

Unit 10

The magician has a rabbit.
I went to the optician.

Unit 11

I want to redecorate my room.
We can rearrange the sleepover.

Unit 12

Dad has antifreeze for the car.
Erin feels antisocial today.

Unit 13

I like going to the supermarket
with Dad.
My mum is a superstar.

Unit 14

This subway leads to the town.
We saw the submarine go down.

...plus challenging dictation
sentences online.

Choose the right word

Complete the sentences using the correct word from each word family.

impolite polite perfect imperfect
like dislike disliked impossible possible

1 Be _____ and say please and thank you.

2 It is _____ to push in front of people.

3 All the _____ biscuits were sold
at half price.

4 My new trainers are a _____ fit.

5 I don't eat sandwiches because
I _____ bread.

6 Most people _____ going on holiday.

7 The entertainer's tricks seemed _____.

8 Take your umbrella because rain
is _____.



Team teach

Now work together to play **Team teach**.

Jumping orange words

Write the words you have been revising with your teacher below.

Special focus 2

Homophones

- 1 Take turns to read the information.

Words that sound the same but have different meanings and spellings are called **homophones**.

The Greek word for *same* is **homo**. The Greek word for *sound* is **phone**.

homophone = *same sound*

no know write right

- 2 Complete the sentence with your partner.

Words that sound the same but have _____ meanings and spellings are called _____.

- 3 Read the sentences. Circle the homophones in each sentence. The first one has been done for you.

- a Where would I wear those awful yellow trousers?
- b The dogs meet outside the butcher's shop, hoping for some meat.
- c In the great hall of the castle there was a fire grate.
- d That old teddy bear has a lot of bare patches.
- e At morning break I tried to mend my bike brake.



- 4 Write two sentences using **week** and **weak**.

(week) _____

Plus extra
consolidation
work online.

Happy spelling!