



## Grouping and transition

### Where to start *Read Write Inc. Spelling* for children entering Years 2 to 6 in 2014

There are challenges for all schools this year related to the changes in the curriculum.

#### Children starting Year 6 in 2014

These children will be tested on the pre-2013 National Curriculum in 2015. The New Edition of *Read Write Inc. Spelling* goes beyond the pre-2013 curriculum expectations and will prepare them for this test. Use the End of Year Practice Tests to decide whether to start children on Year 6 of *RWI Spelling* or an earlier year. To do this:

- Work backwards – i.e. start with the Year 5 End of Year Practice Test. If a child scores full marks or nearly full marks on the test, start them at Year 6. If they score less than this, try the Year 4 End of Year Practice Test. If they score full marks or nearly full marks, start them on Year 5. Continue in this way until you place children.
- The assessment tracker also matches each target word to a unit, to help you identify gaps.
- Use your discretion when placing children. The aim is to catch up children so that they can join their age-related group as quickly as possible.

#### Children starting Year 5 in 2014

These children will be assessed on the new National Curriculum spelling requirements in 2016. They will need to catch up as quickly as possible with the new spelling curriculum now taught in Years 2 to 4.

Use the End of Year Practice Tests to assess where children should start and identify gaps. Then decide the best route for your school. Possible approaches:

- Teach two years of *RWI Spelling* in one teaching year at a speedier pace: the core teaching for Years 3 to 6 takes 16 weeks per year, so 32 weeks can be taught in one year
- Select key units from earlier years to slot into Year 4 or 5 work
- Miss out some practice activities in the units so you can work through the units at a speedier pace
- A combination of the above

#### Children starting Year 4 in 2014

Use the End of Year Practice Tests to assess where children should start and identify gaps. Then decide the best solution for your school. Possible approaches:

- Teach two years of *RWI Spelling* in one teaching year at a speedier pace if children need to catch up on lots from Year 2A, 2B and 3.
- Select key units from earlier years to slot into Year 4 work
- Miss out some practice activities in the Year 3 and 4 work so you can work through the units at a speedier pace
- A combination of the above

#### Children starting Year 3 this year

Use the End of Year Practice Tests to assess where children should start and identify gaps. Then decide the best solution for your school. Possible approaches:

- Teach two years of *RWI Spelling* in one teaching year at a speedier pace

- Miss out some practice activities in the Year 3 work so you can work through the units at a speedier pace
- Select key units from earlier years to slot into Year 3 work
- A combination of the above

### Children starting Year 2 this year

These children will be tested on the pre-2013 National Curriculum in 2015. The New Edition of *RWI Spelling* goes beyond the pre-2013 curriculum expectations and will prepare them for this test.

Start children on Year 2 work (if they have completed Blue Storybooks in Phonics). Use the pre-programme activities for assessment and consolidation before starting *RWI Spelling*.

### Children starting Year 1 this year

These children will be assessed on the new curriculum in 2016.

Use *Read Write Inc. Phonics* in Year 1 and *Read Write Inc. Spelling* in Year 2, when they have completed the Phonics programme. There is consolidation for Year 1 in the online resource for *RWI Spelling*.

### Where to start Spelling for children starting in subsequent years (2015, 2016 and beyond)

- *Read Write Inc. Spelling* is designed to be taught in year groups, to match the structure of the requirements in the new National Curriculum. The aim of *RWI Spelling* is for all children to become confident and successful spellers. (See Handbook p.29 for more information about this.)
- You may wish to have a catch-up group in each year for children who need more support.
- If a child is not ready to start at their age-related year group (perhaps because they are a late-comer to the school, took longer to become a fluent reader, or because your curriculum is still in transition and you need to catch up years to ensure all children are ready for the assessments) we recommend that you use the strategies above, summarised here.

*Use the End of Year Practice Tests to assess where children should start and then decide the best route for your school. Possible approaches:*

- *Teach two years of Spelling in one teaching year at a speedier pace if necessary*
- *Select key units to slot in to a later year of teaching*
- *Miss out some practice activities in the units so you can work through the units at a speedier pace*
- *A combination of the above*
- Two-form entry and three-form entry schools may choose to set for *RWI Spelling* in all years, having quicker and steadier progress groups. Smaller schools could set across Years 3 and 4 combined and Years 5 and 6 combined.

