

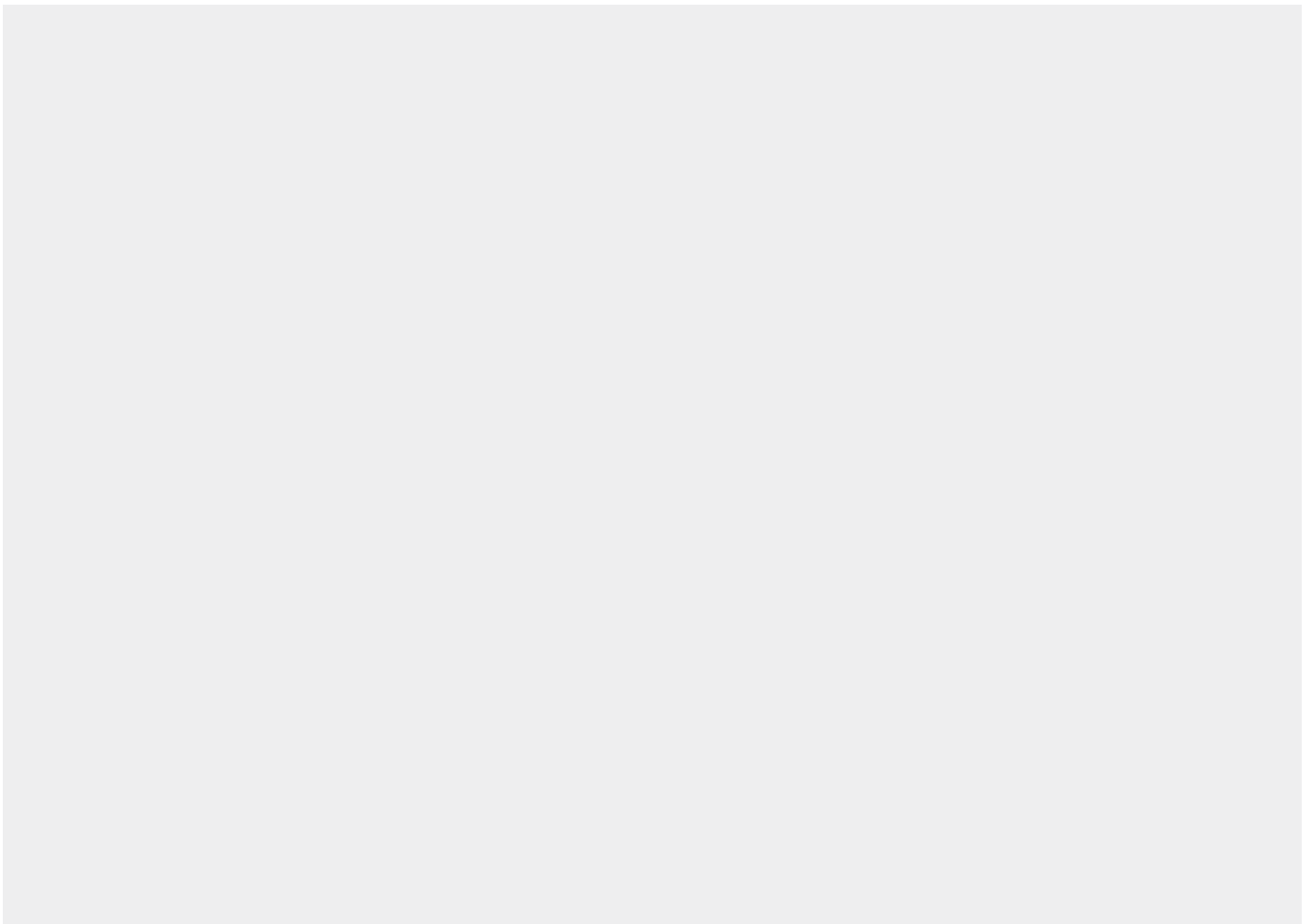
**Ruth Miskin
Training**



Read Write Inc.
Spelling



Spelling
Training Workbook



Participation

Management signals



Practise these signals until children respond quickly:

- Team Stop
- My Turn, Your Turn (MTYT)
- Turn to Your Partner (TTYP)
- Magnet eyes.

Participation



- Ensure all children participate in MTYT.
- Use TTYP for every question.
- Do not sit with one partnership; move around the group.
- Do not take responses from children with hands up or thumbs.

Pre-programme Activities

Your teacher will guide you through the activities below to give you a strong framework for the *Read Write Inc. Spelling* programme.

Activity 1

When we speak we use 44 speech sounds. All the words in English are made up of just 44 sounds. There are about 24 consonant speech sounds and 20 vowel speech sounds.

The consonant speech sounds

Some of the consonant speech sounds can be stretched and others can be bounced. The shaded boxes below contain 'stretchy' sounds.

☆ Take turns to say the speech sounds below. Make sure you do not say *uh* at the end of each sound (*llll* not *luh*; *mmmm* not *muh*, *b* not *buh*, *c* not *cuh*).

b	c	ch	d	f	g	h	j	l	m	n	ng
as in boot	as in cat	as in chips	as in dog	as in fish	as in gate	as in hen	as in jam	as in leg	as in moon	as in net	as in king nk as in think*

p	qu	r	s	sh	t	th	v	w	x	y	z
as in pen	as in queen	as in red	as in sun	as in shell	as in tree	as in thumb	as in vet	as in web	as in exercise	as in yak	as in zebra

* $nk = ng + k$

The vowel speech sounds

☆ With your partner, take turns saying these sounds to each other.

a	e	i	o	u	ay	ee	igh	ow
as in at	as in hen	as in in	as in on	as in up	as in day	as in see	as in high	as in blow

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
as in zoo	as in look	as in car	as in for	as in fair	as in whirl	as in shout	as in boy	as in fire	as in ear	as in pure



Pre-programme Activities

Activity 2

There is one speech sound in each 'sound box'. You are going to work with your partner to fill in some of the different letters we use to write that speech sound.

Each word in the list has one grapheme written in bold, e.g. 'duck'.

- ☆ Read and say the word 'duck'. Say the letter names **c** and **k**.
- ☆ Say the **c** speech sound and write **ck** in the correct box.
- ☆ Repeat with each word.

rubble **duck** **chemist** skin **catch** daddy **photo** huff **giggle** **germ**
judge barge **bell** **lamb** autumn tummy **know** **gnaw** funny ring
 bank happy **wrap** carry **circus** pass **piece** sense caution special
 bottle **thin** give **which** buzz was

b (boot)	c (cat)	ch (chips)	d (dog)	f (fish)	g (gate)	h (hen)	j (jam)	l (leg)	m (moon)	n (net)	ng nk

p (pen)	qu (queen)	r (red)	s (sun)	sh (shell)	t (tree)	th (thumb)	v (vet)	w (web)	x (exercise)	y (yak)	z (zebra)

head gym make train **eight** dream happy theme chief kite tie
 by tidy smoke toe go boat blue chew rude put father snore
 poor law bought **author** bear care burn verb brown spoil deer

a (at)	e (hen)	i (in)	o (on)	u (up)	ay (day)	ee (see)	igh (high)	ow (blow)



oo (zoo)	oo (look)	ar (car)	or (for)	air (fair)	ir (whirl)	ou (shout)	oy (boy)	ire (fire)	ear (ear)	ure (pure)

Pre-programme Activities

Activity 3

- ☆ Take turns, with your partner, to say each word below in speech sounds.
- ☆ Draw a dot for a speech sound written with a one-letter grapheme, e.g. bad.
- ☆ Draw a dash for a speech sound written with a two- or three-letter grapheme, e.g. thing, light.
- ☆ Draw a 'smile' to indicate a split grapheme, e.g. make.

am and bad blot plan crib camp wind pond desk blend
grunt twist stiff press bluff thing spring drink this splash
clutch slump stretch spray boat tooth chair care more
make spark sprain brute bird spike law flight hair need
join out read furl stone tie brown bow joy hear sure



The words below have more than one syllable. Syllables are like beats in a word. (The syllable breaks below are shown by /, i.e. de/cide). When we speak these words out loud the syllables often get squashed together so it is harder to know which speech sounds are in the word. If we say these syllables very clearly and give them their 'full value' it makes spelling much easier.

- ☆ Say each word in full value syllables.
- ☆ Draw a dot for a speech sound written with a one-letter grapheme.
- ☆ Draw a dash for a speech sound written with a two- or three-letter grapheme.
- ☆ Draw a 'smile' to indicate a split grapheme, e.g. re/place.

con/cen/trate de/cide a/lone re/cog/nise be/have a/mount croc/o/dile
ex/trav/a/gant ac/cept/ance dis/a/ppoint com/pare im/pa/tience
dis/grace/ful be/cause aw/ful ac/tion

Pre-programme Activities

Activity 1: Pure sounds (consonants)

Activity 1: Pure sounds (vowels)

Activity 2: Same sound, different spelling

Activity 3: Dots and dashes

Activity 3: Dots and dashes (multi-syllabic words)

Activity 4: Quiz (1)

Activity 5: Quiz (2)

Spelling Timetable

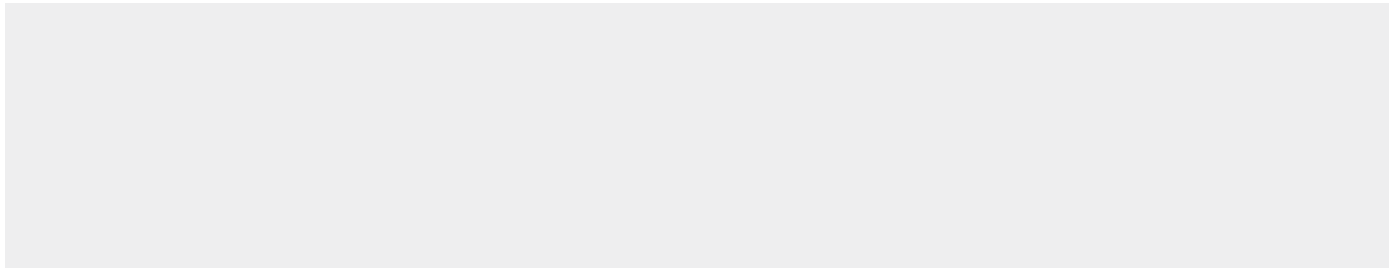
Session		
1	Speed spell	
	Spelling zone	
2	Rapid recap (online only)	
	Dots and dashes	
	Word changers	
	Red and Orange words	

Spelling Timetable

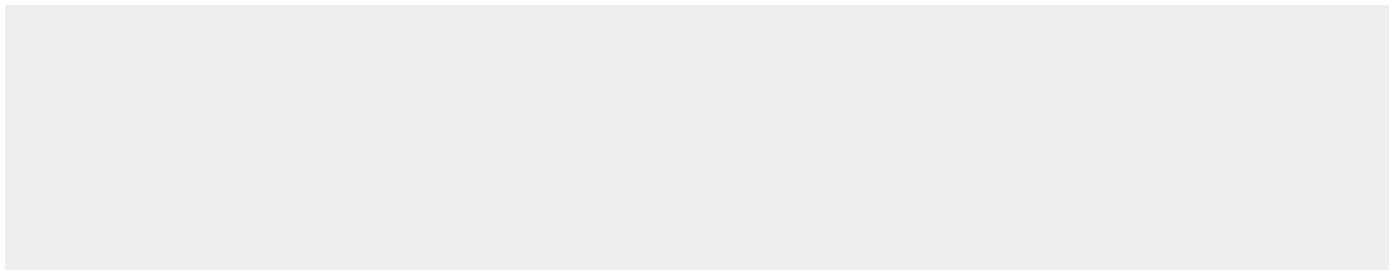
Session		
3	Word to log and learn	
	Dictation	
4	Four-in-a-row	
	Choose the right word	
5	Team teach	
	Jumping Red/ Orange words	

Teaching Red and Orange words

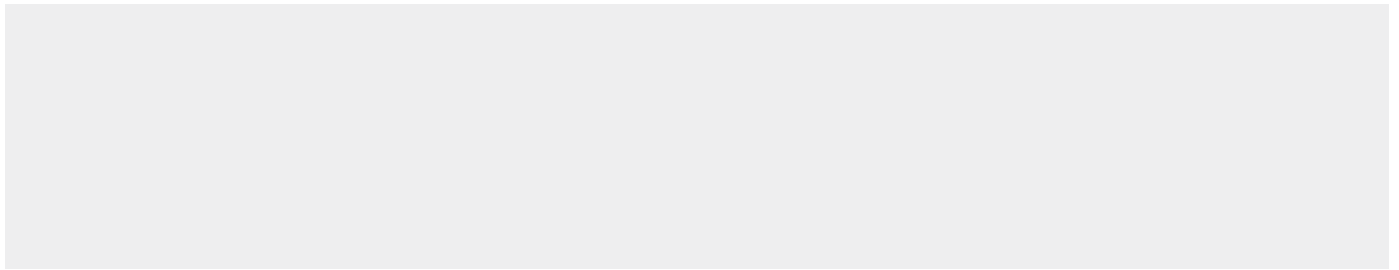
Mnemonics



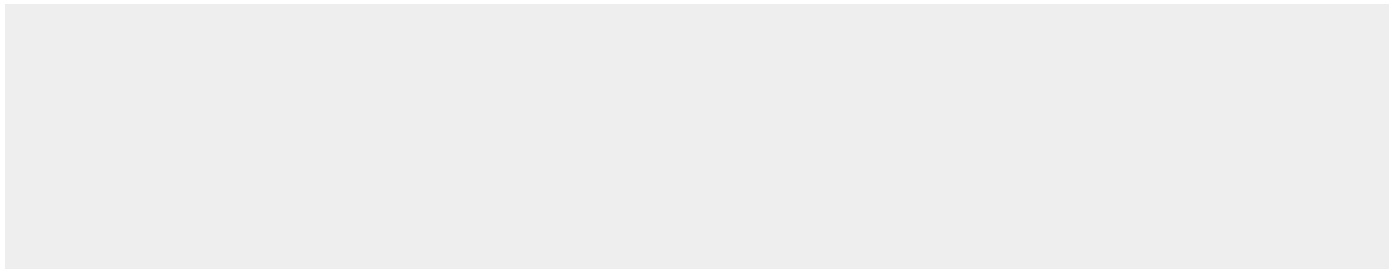
Say it as it looks



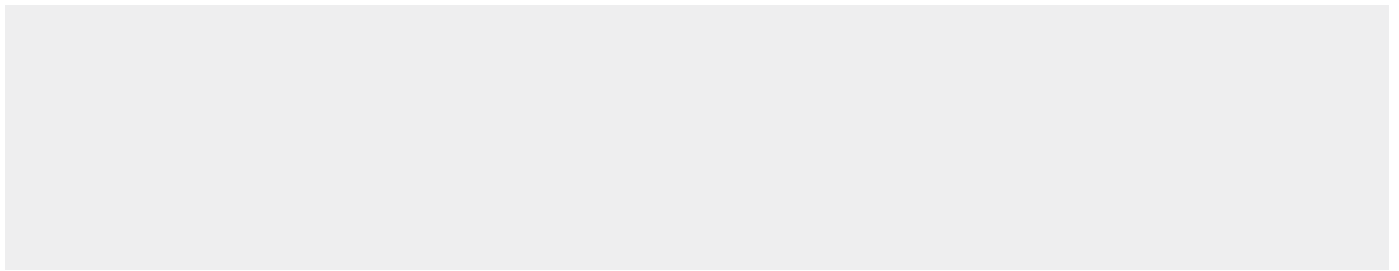
Word in a word



A sticky letter

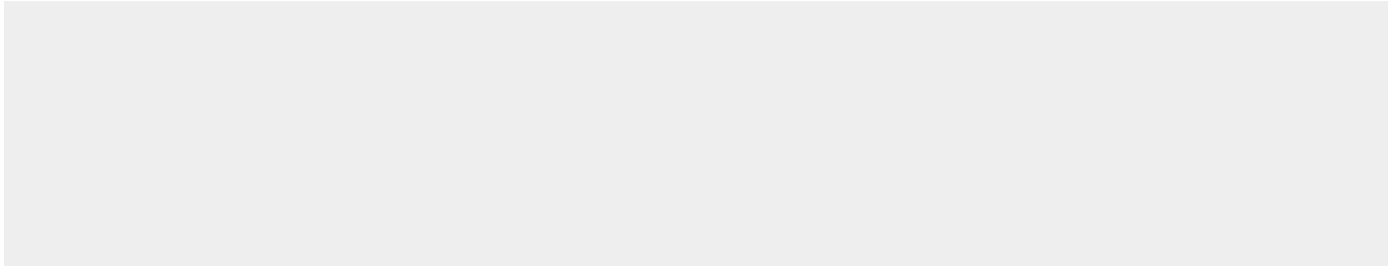


Rap it

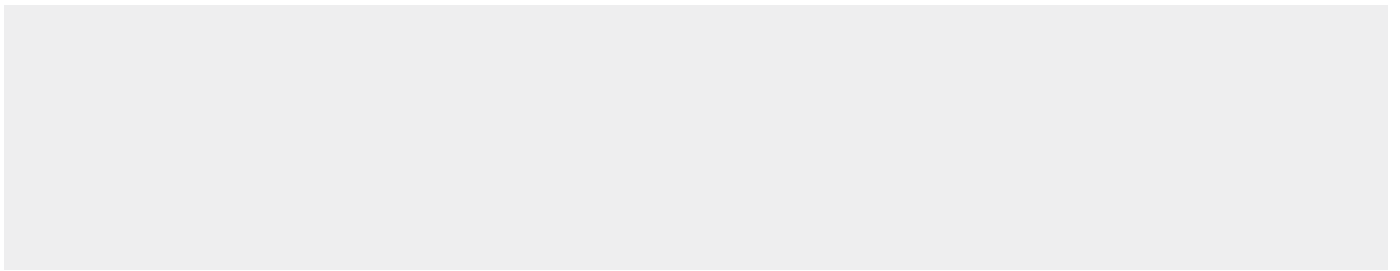


Additional spelling sessions

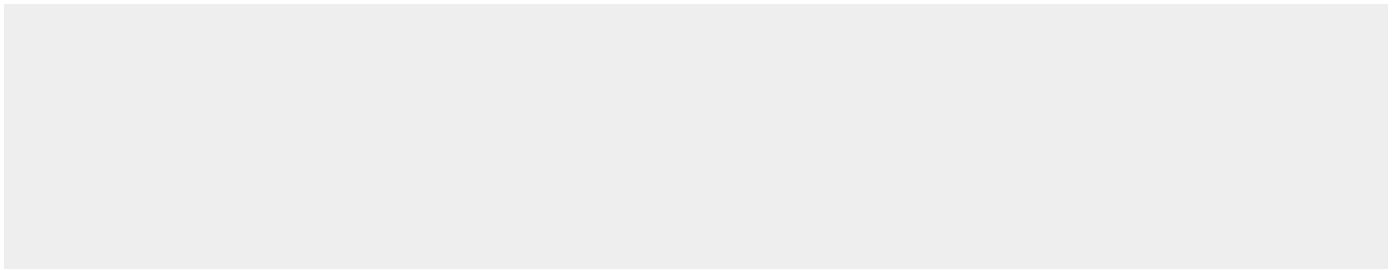
Special focus sessions



Consolidation sessions

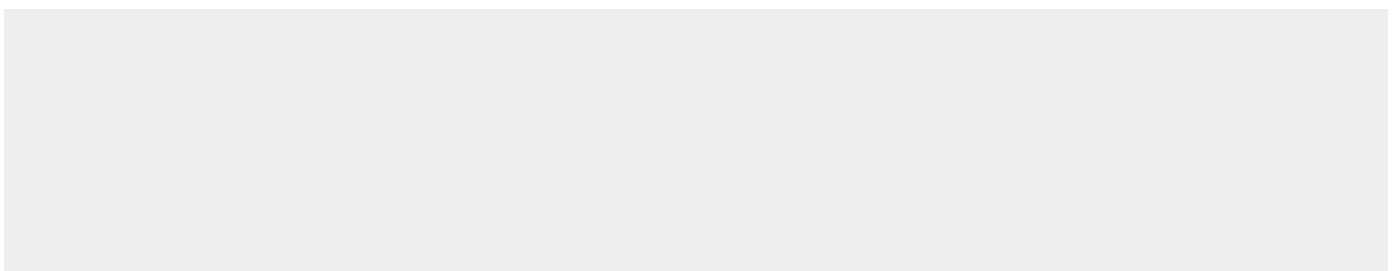


Dictionary and thesaurus challenges

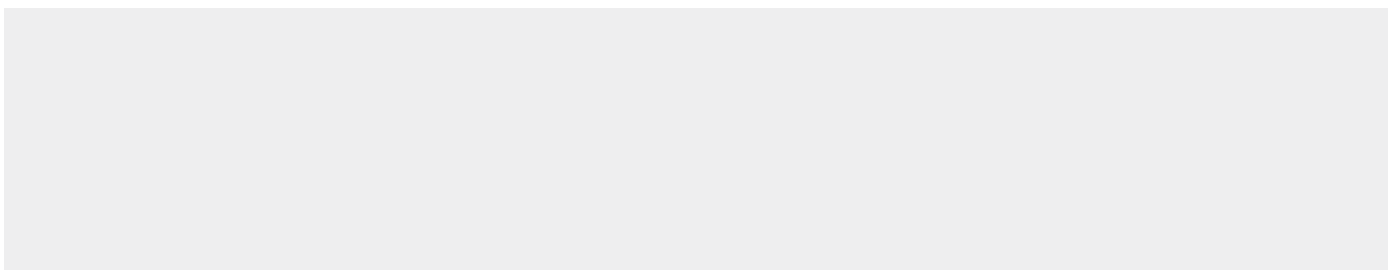


Assessment

Practice tests

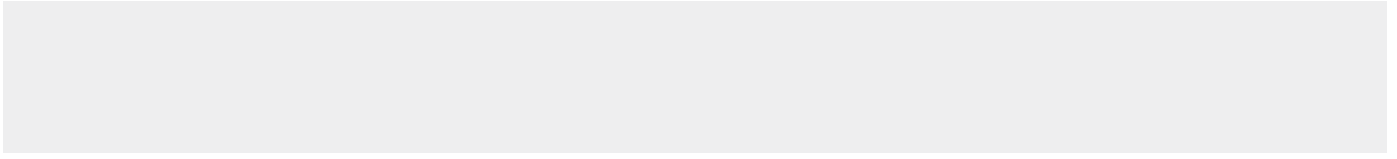


Practice test assessment trackers

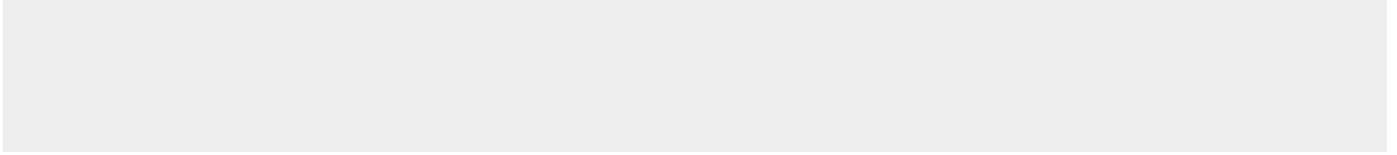


Assessment

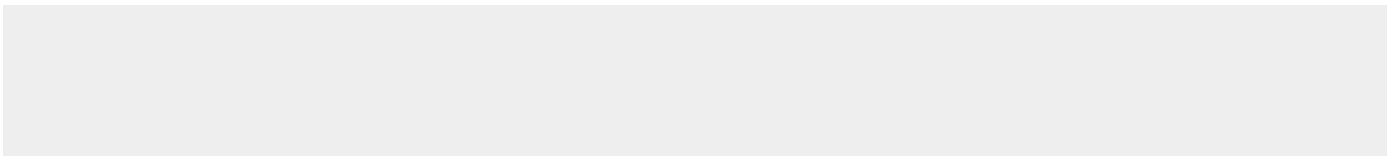
Year 5 and 6 Orange Word tests



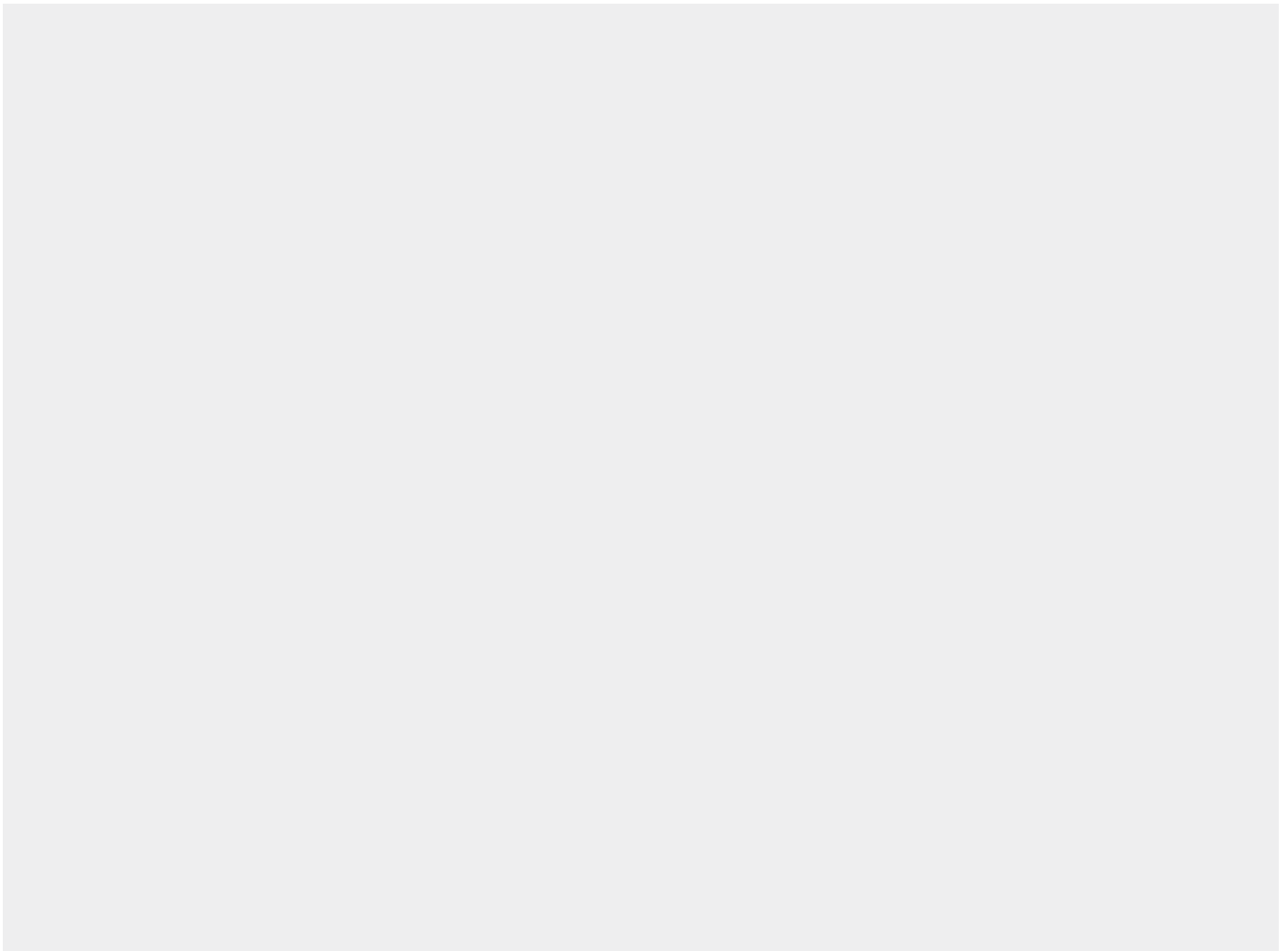
Year 6 challenge tests



Marking children's spelling in written work



Extra Practice Zone



Adding the suffix -ing (1)

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____

d _____ e _____ f _____

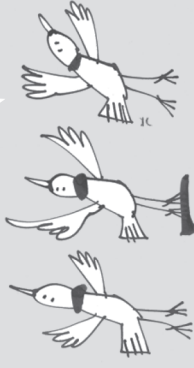
Circle any errors. Write the corrected spellings in your Log Book.



Dots and dashes

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

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



Spelling zone

1 Read the rule with your partner.

If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we **double** the consonant before adding the suffix **-ing**.

2 Complete the tables by adding **-ing** to the other root words.

put	putting	trip
knot		nod
drum		clap

Tip: Never double the letters **w** or **x**.

3 Circle the two words below that need to be changed before adding **-ing** because they end in a short vowel and a consonant.

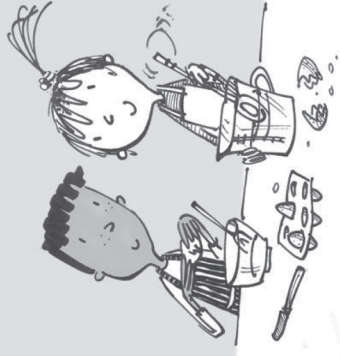
drop rain shock jump bat shout



Word changers

Complete the table.

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



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.15 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.



Adding the suffix -ing (1)

Speed spell

Write today's corrected **Speed spell** words here.



Words to log and learn

Write your new words to practise here. Circle the part of each word that is hard to remember.

Tip: If a word ends in a short vowel sound (**a, e, i, o, u**) + a consonant, we **double** the consonant before adding **-ing**.
run **runn** + **ing** **running**

Dictation

Take turns to read aloud one of the dictation sentences from Unit 8, p.55 (Partner 1) and p.56 (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?



Team teach

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



Jumping red words

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