

RWI – Spelling Programme (Year 2)

The RWI spelling programme is a structured programme designed for children in Y2 - 6 and it meets the requirements of the National Curriculum. It is the natural progression from the RWI phonics that we deliver in Reception and Key Stage 1.

The programme follows a simple, repetitive structure that is easy to follow. There are 29 units to complete in Year 2 and some pre-programme activities that must take place before this. The pre-programme activities are also introduced in Year 1 to pupils who are ready for them. In addition to the 29 units there are also some 'special focus units' and practise tests to complete. In Year 2 spelling sessions need to be completed daily so that a unit can be completed each week, ensuring that coverage is complete by the end of the year. It is expected that a session will take approximately 15 minutes daily to complete with activities broken down as follows:

Session	Activities
1	Speed Spell Spelling Zone
2	Rapid Recap Dots and Dashes Word Changers Red Words
3	Word to Log and Learn Dictation Red Words
4	Four-In-A-Row Choose the Right Word Red Words
5	Team Teach Jumping Red Words

The information below guides teachers when implementing each of the activities outlined in the timetable.

Speed Spell:

Choose 6 of the words your children found most difficult from the last unit. Using 'my turn/your turn' read the word and ask the children to write each word in the space provided in their Practice Book. Reveal the spellings and ask the children to check the words they have written and circle any errors, recording the correct spelling in their Spelling Log Book.

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Spelling Zone:

Navigate to the correct unit on the online resource and play the Spelling zone video that will introduce the focus for the unit. Pause and complete where instructions are given. Complete the spelling zone activity in the Practice Book.

Rapid Recap:

Navigate to the online file where children will be asked to tell their partner what the focus of the unit is. Check that their recall is accurate by asking a few children to share. If appropriate rehearse the key rule rhyme or phrase.

Dots and Dashes:

Children complete the dots and dashes table to apply their sound–grapheme correspondences by dotting and dashing the graphemes and writing the total number of sounds in the space provided in their Practice Book. Use the online resource file to guide the children to mark and correct their own tables.

Word Changers:

Remind children what a root word is and explain that a prefix can be attached to the front of a word and a suffix can be attached to the end of a word. Explain that new words can be created by adding suffixes and prefixes (note that sometimes this causes a word to change its class e.g. from an adjective to a noun). Ask children to complete the Word Changers table in their Practice Book and if necessary remind them of any changes to the root word that occur when some prefixes and suffixes are added. When the activity has been completed display the online resource for this activity and guide the children to mark and correct their tables.

Words to Log and Learn:

Ask children to choose five words from Dots and Dashes or Word Changers that they have found challenging and write them in their logs. Ask the children to circle the part of the word that they find hard to remember and tell their partner why. In pairs children discuss ways to help them how to remember to spell these particular spellings.

Dictation:

Tell the children that they are now going to hear some of the words they have been spelling in a full sentence. In pairs, one child reads the first sentence from the unit's dictation sentences (back of the Practice Book) and watches carefully as their partner writes the sentence in their Practice Book. The child ticks each word if it is correct or amends it if it is not. Partners swap roles after each sentence – there are two sentences for each child to complete.

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Four – in – a – row:

Children work in pairs. Partner 1 chooses any word from the Dots and dashes or Word Changers that they think will challenge their partner. They say the word and ask their partner to write it down in their Practice Book and then checks if it is correct. Partners swap roles after each word. If the word is spelt correctly they can tick a shape in their book – the challenge is to get 4 ticks in a row.

Choose the Right Word:

Discuss word families and how the words are related to each other which can help with spelling. Complete the sentences using the right word from each word family. This is a class activity (use online resource).

Team Teach:

Children work in groups of 4-6 and choose 10 words that they have found challenging that week/unit. The children work together to order the words in difficulty by identifying the challenging part of each particular word. Each team selects a team leader to stack the words with the easiest on top. The team leader then calls out the words for the others to spell and checks that they have spelt it correctly.

Jumping Red Words:

Red words are the common exception words and the word lists from the National Curriculum spelling lists. Have a box of cards of the red words as well as words that the children are commonly misspelling. Read out 6 words from the box and ask children to write them in their Practice Book. The words can only 'jump out' of the box when everyone is confidently spelling them. They must go back into the box if they are spelt incorrectly

