

Read Write Inc. Spelling Year 1

| English Appendix 1: Spelling Year 1 content | Curriculum example words (from English - Appendix 1: Spelling) | Read Write Inc. Phonics | Read Write Inc. Spelling |
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| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | off, well, miss, buzz, back | Taught as alternatives to Set 1 sounds. | Quick recap: huff, bell, pass, buzz, duck. |
| The /ŋ / sound spelt n before k (bank, sunk) | bank, think, honk, sunk | Since nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1. | Quick recap of words |
| Division of words into syllables | | Children's awareness of syllable breaks is developed in the storybook activities for each book. | Quick recap of words |
| -tch (fetch, hutch) | catch, fetch, kitchen, notch, hutch (rich, which, much, such) | Taught as alternative to Set 1 ch as part of the storybook activities. | Quick recap of words |
| The /v/ sound at the end of words (have, live) | have live give | Taught as alternative to Set 1 v as part of the storybook activities. | Quick recap of words |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | cats, dogs, spends, rocks, thanks catches | Throughout fiction and non-fiction. | Quick recap of words |
| English Appendix 1: Spelling Year 1 content | Curriculum example words | Read Write Inc. Phonics | Read Write Inc. Spelling |
| Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper | Throughout fiction and non-fiction. | Quick recap of words |
| Adding -er and -est to adjectives where no change is needed to the root word | grander, grandest, fresher, freshest, quicker, quickest | Throughout fiction and non-fiction. | Quick recap of words |

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| ai, oi (rain, oil) | rain, wait, train, paid, afraid oil, join, coin, point, soil | Speed sound set 3 | Quick recap of words |
| ay, oy (day, enjoy) | day, play, say, way, stay boy, toy, enjoy, annoy | Speed sounds set 2 | Quick recap of words |
| a-e (made, safe) | made, came, same, take, safe | Speed sound set 3 | Quick recap of words |
| e-e (these, complete) | these, theme, complete | - | Quick recap of words |
| i-e (five, ride) | five, ride, like, time, side | Speed sound set 3 | Quick recap of words |
| o-e (home, hope) | home, those, woke, hope, hole | Speed sound set 3 | Quick recap of words |
| u-e (June, rude) | June, rule, rude, use, tube, tune | Speed sound set 3 | Quick recap of words |
| English Appendix 1: Spelling Year 1 content | Curriculum example words | Read Write Inc. Phonics | Read Write Inc. Spelling |
| ar (car, garden) | car, start, park, arm, garden | Speed sound set 2 | car |
| ee (see, green) | see, tree, green, meet, week | Speed sound set 2 | see |
| ea (/i:/) (sea, each) | sea, dream, meat, each, read (present tense) | Speed sound set 3 | dream |
| ea (/ɛ/) (bread, instead) | head, bread, meant, instead, read (past tense) | Speed sound set 3 | head |
| er (/ɜ:/) (her, person) | (stressed sound): her, term, verb, person | Speed sound set 3 | verb |
| er (/ə/) (bet <u>ter</u> , sist <u>er</u>) | (unstressed schwa sound): better, under, summer, winter, sister ir | Not taught as the unstressed schwa because many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed. | - |
| ir (girl, third) | girl, bird, shirt, first, third | Speed sound set 2 | whirl |
| ur (turn, burst) | turn, hurt, church, burst, Thursday | Speed sound set 3 | burn |
| oo (/u:/) (food, soon) | food, pool, moon, zoo, soon | Speed sound set 2 | zoo |
| oo (/ʊ/) (book, good) | book, took, foot, wood, good | Speed sound set 2 | look |
| oa (boat, goal) | boat, coat, road, coach, goal | Speed sound set 3 | boat |
| oe (toe, goes) | toe, goes | Taught as alternative to Set 3 o-e as part | toe |

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|--|--|---|---------------------------------|
| <i>ou (out, sound)</i> | out, about, mouth, around, sound | Speed sound set 2 | shout |
| <i>ow (/aʊ/) (now, brown) ow (/əʊ/) (own, show) ue (blue, rescue) ew (new, drew)</i> | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw | Set 2 ow Set 3 ow ue taught as alternative to Set 3 ew. | blow, brown, blue, chew |
| <i>ie (/aɪ/) (tie, dried)</i> | lie, tie, pie, cried, tried, dried | Speed sounds set 3 | tie |
| <i>ie (/i:/) (chief, thief)</i> | chief field thief | Taught as alternative to Set 2 ee | chief |
| <i>igh (high, right)</i> | high, night, light, bright, right | Speed sound set 2 | high |
| <i>or (for, horse)</i> | for, short, born, horse, morning | Speed sound set 2. | for |
| <i>ore (more, shore)</i> | more, score, before, wore, shore | Taught as alternative to Set 2 as part of the storybook activities. | snore |
| <i>aw (saw, yawn)</i> | saw, draw, yawn, crawl | Speed sound set 3 | law |
| <i>au (author, dinosaur)</i> | author, August, dinosaur, astronaut | Taught as alternative to Set 3 aw as part of the storybook activities. | author |
| <i>air (fair, pair)</i> | air, fair, pair, hair, chair | Speed sound set 2 | fair |
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| <i>ear (dear, year)</i> | dear, hear, beard, near, year | Speed sound set 3 | ear |
| <i>ear (/ɛə/) (bear, pear)</i> | bear, pear, wear | - | bear |
| <i>are (/ɛə/) (dare, care)</i> | bare, dare, care, share, scared | Speed sound set 3 | care |
| <i>Words ending -y (/i:/ or /ɪ/) (happy, funny)</i> | very, happy, funny, party, family | Speed sound set 3 | happy |
| <i>New consonant spellings ph and wh (dolphin, where)</i> | dolphin, alphabet, phonics, elephant when, where, which, wheel, while | ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w. | which, photo |

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| Using k for the /k/ sound (kit, skin) | Kent, sketch, kit, skin, frisky | K taught as alternative sound for Speed sound set 1 ch. | skin |
| Adding the prefix -un | unhappy, undo, unload, unfair, unlock | Not explicitly taught | |
| Compound words | football, playground, farmyard, bedroom, blackberry | Not explicitly taught | |

| English Appendix 1: Spelling Year 1 content | Curriculum example words | Read Write Inc. Phonics | Read Write Inc. Get Writing! | Read Write Inc. Spelling |
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| Common exception words | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our | The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence). | The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence). | Practised in every unit of the programme in Year 2. |

Read Write Inc. Spelling Year 2

| English Appendix 1: Spelling Year 2 content | Read Write Inc. Spelling |
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| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. | The j sound. |
| The /s/ sound spelt c before e, i and y. | Soft c |
| The /n/ sound spelt kn and (less often) gn at the beginning of words. | The n sound spelt kn and gn . |
| The /r/ sound spelt wr at the beginning of words. | The r sound spelt wr |
| The /l/ or /əl/ sound spelt -le at the end of words. | Words ending in -le |
| The /l/ or /əl/ sound spelt -el at the end of words. | Words ending in -el . |
| The /l/ or /əl/ sound spelt -al at the end of words. | Words ending in -al . |
| Words ending -il. | Words ending in -il and words where s makes the zh sound. |
| The /aɪ/ sound spelt -y at the end of words. | The igh sound spelt y |
| Adding -es to nouns and verbs ending in -y. | Adding the suffix -es (where the root word ends in y). |
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. | Adding the suffix -ed (2) (swapping y for i) Adding the suffixes -er or -est (2) (swapping y for i) |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. | Adding the suffix -y (2) (to words ending in e) Adding the suffix -ing (2) (to words ending in e or ie) Adding the suffix -ed (3) (dropping e to add -ed , and revision of doubling final consonant and swapping y for i). Adding the suffixes -er or -est (1) (words where no change is needed; words ending in e). |

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| Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. | Adding the suffix -y (1) <i>(to words ending in a short vowel and a consonant).</i> Adding the suffix -ing (1) <i>(to words ending in a short vowel and a consonant).</i> Adding the suffixes -er or -est (3) <i>(doubling consonant, where the root word ends in short vowel plus consonant).</i> |
| The /ɔ:/ sound spelt a before l and ll. | The or sound spelt a before l and ll . |
| The /ʌ/ sound spelt o. | The u sound spelt o , and the or sound spelt ar after w . |
| The /i:/ sound spelt -ey. | The ee sound spelt ey . |
| The /ɒ/ sound spelt a after w and qu. | The o sound spelt a after w and qu . |
| The /ɜ:/ sound spelt or after w. | The ir sound spelt or after w . |
| The /ɔ:/ sound spelt ar after w. | The u sound spelt o , and the or sound spelt ar after w . |
| The /z/ sound spelt s. | Words ending in -il and words where s makes the zh sound. |
| The suffixes -ment, -ness, -ful, -less and -ly. | -ly Adding the suffix -ly <i>(to words to make adverbs).</i> -ness (1) Adding the suffix -ness (1) <i>(adding to a root word with no change to the root word).</i> -ness (2) Adding the suffix -ness (2) <i>(swapping y to i).</i> -ful Adding the suffix -ful -less Adding the suffix -less . -ment Adding the suffix -ment . |
| Contractions. | Contractions and apostrophes. Contractions and apostrophes. |
| Possessive apostrophe (singular nouns). | Contractions and apostrophes. Possessive apostrophes. |
| Words ending in -tion. | Words ending in -tion . |
| Homophones and near-homophones. | Homophones. Homophones. Homophones. |
| Common exception words. | Here is a link to the common exception words for year 2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf |

Read Write Inc. Spelling Years 3–4

| English Appendix 1: Spelling Years 3 and 4 content | Read Write Inc. Spelling |
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| Adding suffixes beginning with vowel letters to words of more than one syllable | Suffixes (4) <i>(adding suffixes beginning with a vowel)</i> |
| The /ɪ / sound spelt y elsewhere than at the end of words | The short i sound spelt with the letter y |
| The /ʌ/ sound spelt ou | The short u sound spelt ou |
| More prefixes | Adding the prefixes dis- and in- Adding the prefix im- to root words beginning with m or p Adding the prefix re- Adding the prefix anti- Adding the prefix super- Adding the prefix sub- Adding the prefix mis- Adding the prefix auto- Adding the prefix inter- Adding il- and revising un- , in- , mis- and dis Adding ir- to words beginning with r |
| The suffix –ation | Adding -ation to verbs to form nouns |
| The suffix –ly | Adding the suffix -ly <i>(to adjectives to form adverbs)</i> Adding the suffix -ly <i>(to adjectives to form adverbs)</i> |
| Words with endings sounding like /ʒə/ or /tʃə/ | Words ending in -ture Words ending in zhuh spelt -sure |
| Endings which sound like /ʒən/ | Words ending in zhun spelt -sion |
| The suffix –ous | Adding the suffix -ous Words ending in -ous |
| Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian | Adding the suffix -ion <i>(to root words ending in t or te)</i> Adding the suffix -ian <i>(to root words ending in c or cs)</i> Adding the prefix super- Adding the prefix sub- |

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| Words with the /k/ sound spelt ch (Greek in origin) | Words with the c sound spelt ch |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) | Words with the sh sound spelt ch |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) | The c sound spelt -que and the g sound spelt -gue |
| Words with the /s/ sound spelt sc (Latin in origin) | Words with the s sound spelt sc |
| Words with the /eɪ/ sound spelt ei, eigh, or ey | Words with the ay sound spelt ei, eigh, ey |
| Possessive apostrophe with plural words | Possessive apostrophes with plural words |
| Homophones and near-homophones | Homophones Homophones Homophones Homophones |
| Years 3 and 4 word list | Please see the link below for the common exception words for year 3 and 4 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf |

Read Write Inc. Spelling Years 5–6

| English Appendix 1: Spelling Years 5 and 6 content | Read Write Inc. Spelling |
|---|---|
| Endings which sound like /ʃəs/ spelt –cious or –tious. | Words ending in shus spelt -cious Words ending in shus spelt -tious |
| Endings which sound like /ʃəl/. | Words ending in shul spelt -cial or -tial |
| Words ending in –ant, –ance/–ancy, –ent, –ence/–ency. | Words ending in -ent Words ending in -ence Words ending in -ant , -ance and -ancy |
| Words ending in –able and –ible. | Words ending in -ible Words ending in -able |
| Words ending in –ably and –ibly. | Words ending in -ibly and -ably Words ending in -ible and -able |
| Adding suffixes beginning with vowel letters to words ending in –fer. | Suffixes (4) (adding suffixes beginning with a vowel) |
| Use of the hyphen. | Hyphens |
| Words with the /i:/ sound spelt ei after c. | The ee sound spelt ei The spellings ei and ie |
| Words containing the letter-string ough. | Words that contain the letter-string ough Words containing the letter-string ough |
| Words with 'silent' letters. | Words with silent letter b Words with silent letter t Silent letters (<i>silent k, g, l, n</i>) |
| Homophones. | Homophones Homophones and other words that are often confused |
| Years 5 and 6 word list. | Please see the link below to find the common exception words for year 5 and 6. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf |