

## Read Write Inc. Spelling content matched to National Curriculum English Appendix 1: Spelling

These grids show the unit order in the *Read Write Inc. Spelling* programme. There are additional grids in the online resources which follow the National Curriculum in England (September 2013) order, with the correlating units alongside.

### Practice Book 2A, Log Book 2, Online 2

Section	Content	Link to National Curriculum requirements (English Appendix 1: Spelling)
Pre-programme activities	Revision of the English alphabetic code and of key concepts from Year 1	Year 1 spelling curriculum content
Unit 1	The <i>or</i> sound spelt <b>a</b> before <b>l</b> and <b>ll</b>	The /ɔ:/ sound spelt a before l and ll
Unit 2	Soft <b>c</b>	The /s/ sound spelt c before e, i and y
Special focus 1	Red words: <i>where, could, there, want, was, would, what</i>	Years 1 and 2 common exception words
Unit 3	Adding the suffix <b>-y</b> (1) (to words ending in a short vowel and a consonant)	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Unit 4	Adding the suffix <b>-y</b> (2) (to words ending in <b>e</b> )	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Special focus 2	Homophones: <i>sea/see, son/sun, blew/blue, knight/night, saw/sore, quite/quiet</i>	Year 2 homophones and near-homophones
Unit 5	Adding the suffix <b>-ly</b> (to words to make adverbs)	The suffixes -ment, -ness, -ful, -less and -ly
Unit 6	The <i>n</i> sound spelt <b>kn</b> and <b>gn</b>	The /n/ sound spelt kn and (less often) gn at the beginning of words
Special focus 3	Red words: <i>money, people, busy, half</i>	Year 2 common exception words
Unit 7	The <i>igh</i> sound spelt <b>y</b>	The /aɪ/ sound spelt -y at the end of words
Unit 8	Adding the suffix <b>-ing</b> (1) (to words ending in a short vowel and a consonant)	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Special focus 4	Homophones: <i>there/their, no/know, right/write, to/too, week/weak, see/sea</i>	Year 2 homophones
Unit 9	Adding the suffix <b>-ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> )	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Unit 10	The <i>j</i> sound	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

<b>Section</b>	<b>Content</b>	<b>Link to National Curriculum requirements (English Appendix 1: Spelling)</b>
Special focus 5	Contractions and apostrophes: <i>I'm, I'll, you're, he's, they're, she'll, we're</i>	Contractions The possessive apostrophe (singular nouns)
Unit 11	The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b>	The /o/ sound spelt a after w and qu
Unit 12	Adding the suffix <b>-ed</b> (1) (to words ending in two consonant letters and words ending in a short vowel and a consonant)	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Special focus 6	The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> : <i>mother, brother, other, nothing, Monday, towards, swarm, reward, warm</i>	The /ʌ/ sound spelt o The /ɔ:/ sound spelt ar after w
Unit 13	Adding the suffix <b>-ed</b> (2) (swapping <b>y</b> for <b>i</b> )	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
Unit 14	Adding the suffix <b>-ed</b> (3) (dropping <b>e</b> to add <b>-ed</b> , and revision of doubling the final consonant and swapping <b>y</b> for <b>i</b> )	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Special focus 7	Possessive apostrophes	The possessive apostrophe (singular nouns)

## Practice Book 2B, Log Book 2, Online 2

Section	Content	Link to National Curriculum requirements (English Appendix 1: Spelling)
Unit 1	The <i>r</i> sound spelt <b>wr</b>	The /r/ sound spelt wr at the beginning of words
Unit 2	Adding the suffixes <b>-er</b> or <b>-est</b> (1) (words where no change is needed; words ending in <b>e</b> )	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Special focus 1	Red words: <i>many, some, should, come, any, would</i>	Years 1 and 2 common exception words
Unit 3	Adding the suffixes <b>-er</b> or <b>-est</b> (2) (swapping <b>y</b> for <b>i</b> )	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
Unit 4	Adding the suffixes <b>-er</b> or <b>-est</b> (3) (doubling consonant, where the root word ends in short vowel plus consonant)	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Special focus 2	Homophones: <i>see/sea, there/their, too/two, for/four, nose/knows, ate/eight</i>	Year 2 homophones
Unit 5	The <i>ee</i> sound spelt <b>ey</b>	The /i:/ sound spelt -ey
Unit 6	Adding the suffix <b>-ness</b> (1) (adding to a root word where no change is needed to the root word)	The suffixes -ment, -ness, -ful, -less and -ly
Special focus 3	Words ending in <b>-il</b> and words where <b>s</b> makes the <i>zh</i> sound: <i>pupil, pencil, fossil, nostril, evil, stencil, council, peril, treasure, usual, television, revision, measure</i>	Words ending -il The /z/ sound spelt s
Unit 7	Adding the suffix <b>-ness</b> (2) (swapping <b>y</b> for <b>i</b> )	The suffixes -ment, -ness, -ful, -less and -ly
Unit 8	Words ending in <b>-le</b>	The /l/ or /əl/ sound spelt -le at the end of words
Special focus 4	Homophones: <i>seen/scene, wait/weight, hole/whole, sighed/side, new/knew</i>	Years 3 and 4 homophones
Unit 9	Words ending in <b>-el</b>	The /l/ or /əl/ sound spelt -el at the end of words
Unit 10	Words ending in <b>-al</b>	The /l/ or /əl/ sound spelt -al at the end of words
Special focus 5	The <i>ir</i> sound spelt <b>or</b> after <b>w</b> : <i>worm, world, work, worth, worst, worse, password, workshop, workers</i>	The /ɜ:/ sound spelt or after w
Unit 11	Adding the suffix <b>-ful</b>	The suffixes -ment, -ness, -ful, -less and -ly
Unit 12	Adding the suffix <b>-less</b>	The suffixes -ment, -ness, -ful, -less and -ly
Special focus 6	Contractions and apostrophes: <i>I've, we'd, they've, you've, you'd, they'd</i>	Contractions
Unit 13	Adding the suffix <b>-ment</b>	The suffixes -ment, -ness, -ful, -less and -ly
Unit 14	Words ending in <b>-tion</b>	Words ending in -tion
Unit 15	Adding the suffix <b>-es</b>	Adding -es to nouns and verbs ending in -y
Special focus 7	Possessive apostrophes	The possessive apostrophe (singular nouns)