

RWI spelling – Unit 13 adding -ed

Adult guide

This is a guide to the RWI spelling booklets which were sent home in pack. The idea is to do the sessions each day to build up skills and commit the spelling rules to long term memory. Please do not complete the whole unit in one day. I know its tempting as the activities are short however it will not allow your child to practice the spelling rule over time and therefore fully remember it.

Below is the session timetable. In the next slides I will write an explanation of what to do for each activity.

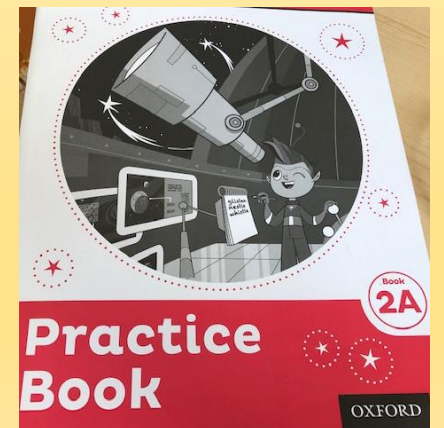
Session 1: Speed spell, spelling zone, dots and dashes

Session 2: rapid recap, word changers

Session 3: words to log and learn, dictation

Session 4: four in a row, choose the right word

Session 5: team teach, jumping red/orange words spelling challenge



Click on the day's learning you would like to access...

Session 1: Unit 8

Speed spell, spelling zone, dots and dashes

Session 2: Unit 8

Rapid recap, word changers

Session 3: Unit 8

Words to log and learn, dictation

Session 4: Unit 8

four in a row, choose the right word

Session 5: Unit 8

Team teach, jumping red/orange words spelling challenge

Page 51...

Unit 14 Adding the suffix -ed (3)

Speed spell

Write the Speed spell words.

a _____ b _____ c _____

d _____ e _____ f _____

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

Spelling zone

Take turns to read the rules and complete the tables.

If a word ends in **e**, we **drop** the **e** before adding **-ed**.

poke	poked	trickle	
pile		wave	

Revision

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

rot	rotted	jog	
tap		flip	

If a word ends in a consonant + **y**, we **swap** the **y** for an **i** before adding **-ed**.

fry	fried	deny	
multiply		cry	

Session 1: Unit 14

Speed spell

Purpose: for children to consolidate their spelling of words from previous unit

Choose six of the words your children found most challenging from the previous unit (look back over the previous pages and pick out these words with them). Write them up and display them – this could be in their book or cut up pieces of paper blue tacked to the wall. Use 'my turn, your turn' to model reading the words. Hide the words and ask the children to spell each word in the space provided in their books.

Spelling zone

Purpose: to introduce children to the new spelling focus for the unit

Watch the video - [Unit 14 spelling zone](#)

Look at the spelling zone activities in the practice book. There is key information to read together and short activities to complete. If there is a rhyme to remember, a key rule or phrase, ask the children to repeat this and learn it by heart.

Sometimes the children will be asked to write sentences in this section (they don't for unit 10). Monitor the sentences to ensure they are ambitious and also make sense!

Unit 14 Adding the suffix -ed (3)

Speed spell

Write the Speed spell words.

a _____ b _____ c _____

d _____ e _____ f _____

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

Spelling zone

Take turns to read the rules and complete the tables.

If a word ends in e, we **drop** the e before adding -ed.

poke	poked	trickle	
pile		wave	

Revision

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

rot	rotted	jog	
tap		flip	

If a word ends in a consonant + y, we **swap** the y for an i before adding -ed.

fry	fried	deny	
multiply		cry	

Session 1: unit 14

Dots and Dashes

Purpose: to help children match speed sounds to graphemes (a grapheme is a written sound)
e.g **ay** and **ai** are the same sound (phoneme) but are different graphemes (written sound).
Don't panic the children know this better than anyone.

Children to complete the dots and dashes table by dotting and dashing the graphemes and writing the total number of sounds for each word in the space.

Here are the answers... (don't let the children see until they have completed the activity)

<u>rule</u>	3	<u>bottle</u>	4	<u>collide</u>	5
<u>hike</u>	3	<u>tackle</u>	4	<u>battle</u>	4
<u>shape</u>	3	<u>smile</u>	4	<u>frazzle</u>	5
<u>tickle</u>	4	<u>phone</u>	3	<u>twizzle</u>	5

Session 2: Unit 14

Rapid Recap

Purpose: to check that the children have retained the information that they learnt in the previous session

Ask your child to recall the focus of the unit. It may also help to re-watch the spelling zone video which introduced the sound.

Word changers

Purpose: to help children understand how a root word is affected by a suffix (letters added to the end of a word) or a prefix (letters added to the beginning of a word).

Remind the children what a root word is, i.e the root gives the most meaning to a word and doesn't have a suffix or prefix added.

Explain that many new words can be built by adding suffixes and prefixes to root words

Ask the children to complete the word changers table. Don't forget to remind the children of any 'weird word warnings' or spelling rules.

Dots and dashes

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

dry	3	multiply	
cry		fry	
try		study	
reply		copy	
scurry		hurry	
carry		marry	

Word changers

Complete the tables.

root word	root word + suffix -ed	root word	root word + suffix -ed
dry	dried	multiply	
reply		carry	
cry		copy	
try		study	

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.20 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.

Session 2: Unit 14

Word changers

Here are the answers... (don't let the children see until they have completed the activity)

root word	root word + suffix -ed
stripe	striped
shade	shaded
cycle	cycled
rule	ruled

root word	root word + suffix -ed
wave	waved
bottle	bottled
prickle	prickled
like	liked

Session 2: Unit 14

Word changers

Here are the answers... (don't let the children see until they have completed the activity)

root word	root word + suffix -ed
bug	bugged
stop	stopped
chat	chatted

root word	root word + suffix -ed
try	tried
reply	replied
marry	married

Session 3: Unit 14

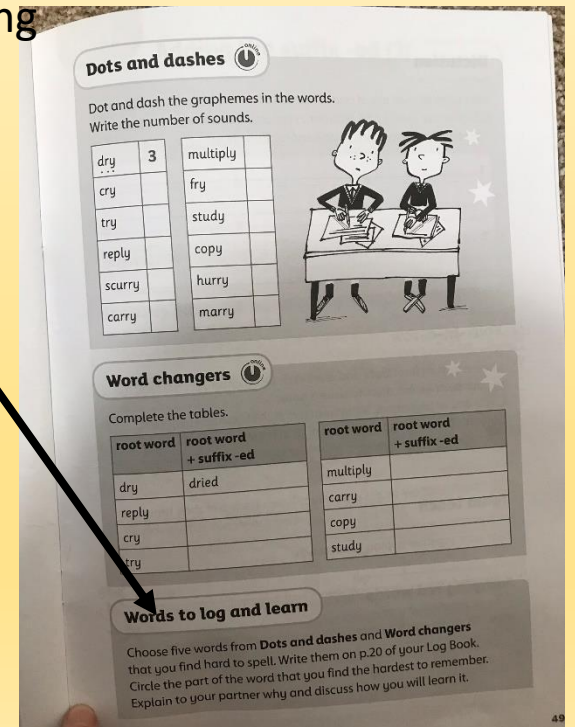
Words to log and learn

Purpose: for children to identify and record the words they need to practice

Ask the children to choose 5 words from the 'Dots and Dashes' or 'Word changers' sections that they have found challenging or would like to practice. (Write these words on paper or in your text book as the log books are at school).

Discuss ways of remembering these words (I'll add the guidance on activities for remembering spellings to the email).

Keep a note of these words and practice each day.



Session 3: Unit 14

Dictation

Purpose: to help the children practice the spellings in the context of a sentence

Usually the children would do this with a partner, but in the absence of a partner I suggest you read aloud the '**Partner dictation sentences**' found at the back of the book (**Pg. 55-56**). You will need the sentences for **unit 14**.

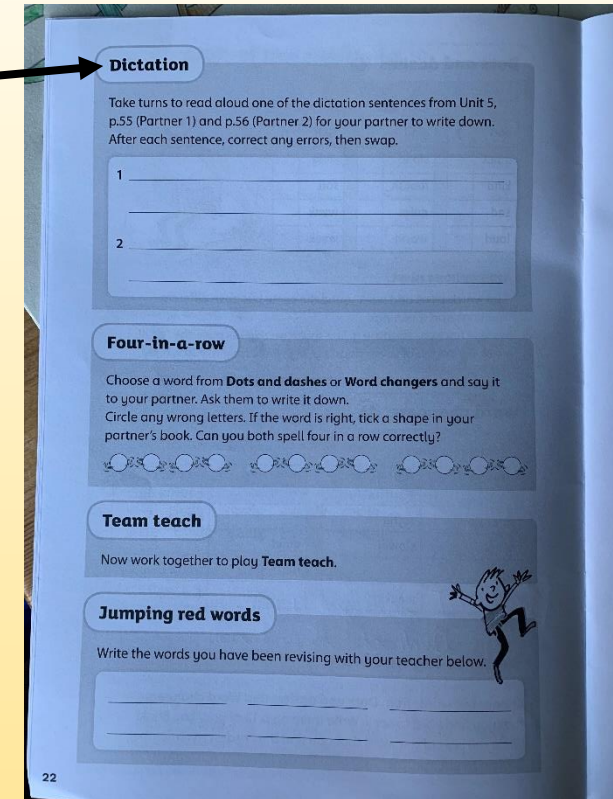
One sentence at a time, say the sentence and ask your child to say it back. Repeat until they have remembered it (I usually do actions, jumps etc. with the words) Also remind the children how many words there are in their sentence so they know for when they check back.

Your child will write the sentence (remind them to use correct punctuation).

Then check together.

Repeat for the next sentence.

If you child is really keen they can do both the partner 1 and partner 2 sentences.



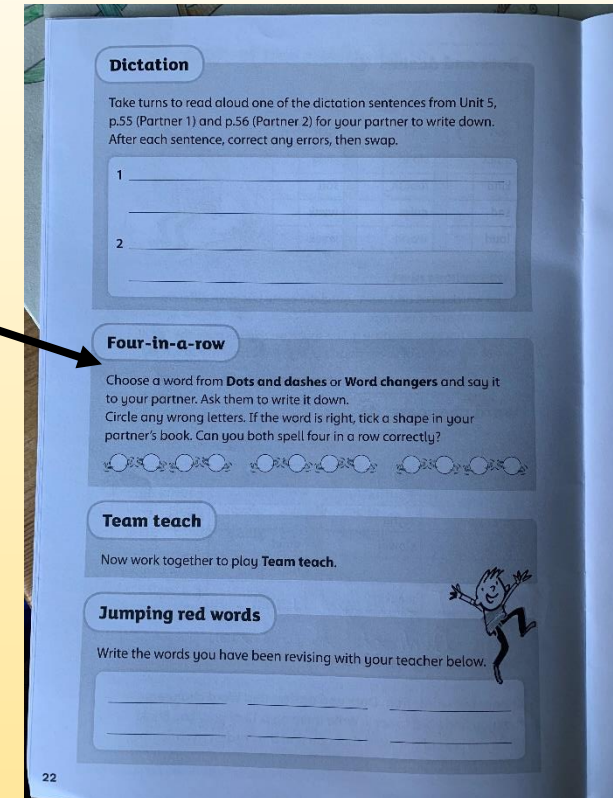
Session 4: Unit 14

Four – in – a - row

Purpose: to help children recall the spellings of words practiced

Tell the children this is a game to help them practice spelling the words they have encountered in this unit.

Choose a word from 'Dots and Dashes' or 'Word Changers' and say it to your child. Ask them to write it down (they can write this anywhere). Circle any wrong letters (include reversed letters and letters not formed correctly). If the word is right they can tick or colour a shape in their book. The challenge is to spell four in a row correctly.



Session 4: Unit 14

Choose the right word

Purpose: to develop children's awareness of word families. To reinforce spellings; to help children select the correct spelling so a sentence makes sense

This is usually a class activity which we complete altogether on the interactive white board (which is why it isn't in your books).

Read the sentence together and together think about which word would make the most sense in the sentence. Talk about words which are in the same family (happily, happy and happier).

Extension task:

Ask your child to write the sentences in their text books or on paper.

Activity on the next slide

Session 4: Unit 14

Choose the right word

Complete the sentences using the correct word from each 'family'.

bike

biking

biked

rule

ruled

1 I'm happy when I'm on my .

2 Dad to work today.

3 The Queen the land wisely.

4 I cannot remember every .

Session 4: Unit 13

Choose the right word

Complete the sentences using the correct word from each 'family'.

baking

baked

bake

phone

phoned

5 I helped Dan to a cake.

6 The muffins needed to be for a bit longer.

7 We for help when the old man fell.

8 My sister has a new mobile .

Session 4: Unit 14

Choose the right word

Here are the answers... (don't let the children see until they have completed the activity)

biking

1 I'm happy when I'm on my **bike**.

2 Dad **biked** to work today.

3 The Queen **ruled** the land wisely.

4 I cannot remember every **rule**!

baking

5 I helped Dan to **bake** a cake.

6 The muffins needed to be **baked** for a bit longer.

7 We **phoned** for help when the old man fell.

8 My sister has a new mobile **phone**.

Session 5: Unit 14

Team Teach

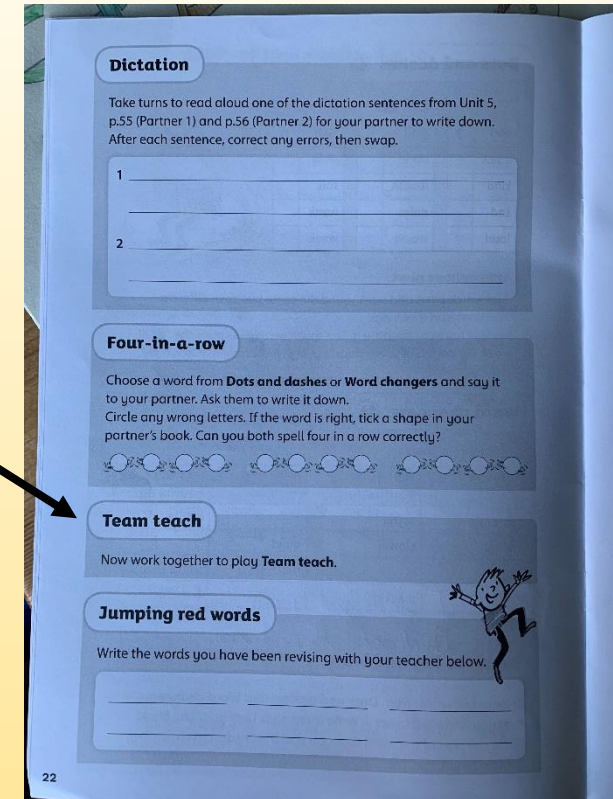
Purpose: For children to work together to review and revise words from the current unit and previous units.

Choose 10 words from the word bank (attached to the email or online). These should be words you think your child will find most challenging. Print or write out these 10 words. Ask your child to order or number these words in level of difficulty. (1-10)

Turn all the words over or cover them up.

Call out a word and children to write it

If they get it right, then they get the number of difficulty points they decided the word was. Repeat for all the words. How many points did they get?



Session 5: Unit 14

Jumping Red words

Purpose: to help children recall spellings of red/orange words

The red and orange words are the common exception words and the word list words from the national curriculum (in your packs).

Read out 6 words from the sheet and ask children to write them down in their practice books.

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

