

What is the Extra Practice Zone?

This is a whole new section of the *Read Write Inc. Spelling Online* subscription with over 1,000 new activity pages, providing further practice and consolidation for faster progress.

There are 10 spelling areas from Y2/P3 to Y6/P7 (e.g. vowel graphemes, homophones, suffixes) and a variety of activity types (e.g. keying in, matching, multiple choice, highlighting). The activities can be used in class via the *Read Write Inc. Spelling Online* subscription on Oxford Owl for School or accessed by pupils at home via **My class login**.

The activities provide easy and convenient revision practice for teachers, and fun and gamey revision practice for pupils. They include common exception words from the National Curriculum, and provide children with a different form of practice, reviewing what they've been taught in the Spelling programme (as *Read Write Inc.* advocates: *Learn something new, review, review, review!*).

How should I use the activities in the Extra Practice Zone?

The [Extra Practice Zone Mapping Chart](#) provides guidance on how the activities in the Extra Practice Zone can be incorporated into the Spelling programme. The short-term revision tabs (separate tabs for Years 2 to 6) break down the units in the Spelling programme, showing you which activities are relevant to a particular unit. The long-term revision tab (one tab for all year groups) breaks down the activities in the Extra Practice Zone, showing you which units are relevant to a particular activity.

How do I find the activities in the Extra Practice Zone?

The activities are on the [Read Write Inc. Spelling Online subscription page](#). You can search by typing 'extra practice zone' or the activity name into the search bar. Or you can click on the 'NEW resources' highlight box at the top of the page (see below), which takes you directly to the activities.

The screenshot shows the Oxford Owl website interface for the Read Write Inc. Spelling Online subscription. At the top, there is a navigation bar with 'OxfordOWL', a home icon, 'Help', 'Hello Grace Harvey', and 'Log out'. Below this is the 'Read Write Inc. Spelling' header with social media icons for Facebook, Twitter, Instagram, and Pinterest, and a 'Hide info' link. A vertical sidebar on the right contains icons for home, search, user profile, document, calendar, and a checkmark. The main content area features a descriptive paragraph about the 15-minute-a-day programme for Years 2 to 6, an illustration of three cartoon characters in a futuristic setting, and three promotional boxes: 'Get started webinar', 'NEW resources' (highlighted in pink), and 'Book training' with the Ruth Miskin Training logo. At the bottom, there is a search bar with a 'Search' button and three filter dropdown menus for 'Year groups', 'Units', and 'Resource types', along with a 'Clear filters' link.

What activities are included in the Extra Practice Zone?

1. Spell the Vowel

Practise spelling words with vowel sounds / choosing the correct vowel grapheme

This keying-in gap-fill activity provides practice in spelling words with the following vowel sounds:

a, e, i, o, u, ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, ire, ear, ure

The image shows two side-by-side screenshots of a digital spelling activity interface. Both screenshots have a blue header with the text 'Spell the Vowel – air spelt air, are, ear' and a 'Quit activity' button. The left screenshot shows the instruction 'Listen to the sound [speaker icon] then listen to the word [speaker icon]. Spell the word – type the correct letters into each sound box.' Below this, there is a gap 'd are' with a dot and a dash below it. At the bottom are buttons for 'Start again', 'Done', 'See answer', and navigation arrows. The right screenshot shows the same interface but with the 'd are' boxes now grey and containing green checkmarks, and the word 'dare' displayed below. The bottom buttons are the same.

Choose the activity based on the sound or grapheme that your pupils require practice in.

Explain that all the words in the activity will include the same vowel sound, but that the sound can be spelt in different ways. Pupils will need to identify which spelling of the vowel sound to use for each word. Refer pupils to the graphemes in the activity title, if they forget the spelling options.

NB: The graphemes in these activities are listed in the National Curriculum and taught in the Spelling programme. The sounds are grouped into the following activities:

1. ***a*** spelt ***a***
2. ***e*** spelt ***e / ea***
3. ***i*** spelt ***i / y***
4. ***o*** spelt ***o / a***
5. ***u*** spelt ***u / o / ou***
6. ***ay*** spelt ***ay / a-e / ai / a + ay*** spelt ***aigh / eigh / ei / ey***
7. ***ee*** spelt ***ee / ea / e / y + ee*** spelt ***e-e / ey / ei / ie***
8. ***igh*** spelt ***igh / i-e / ie / i / y***
9. ***ow*** spelt ***ow / o-e / oa / o / oe***
10. ***oo*** spelt ***oo / u-e / ew / ue / oe / ou***
11. ***oo*** spelt ***oo***
12. ***ar*** spelt ***ar / a***
13. ***or*** spelt ***or / ore / oor / aw + or*** spelt ***au / a / ar***
14. ***air*** spelt ***air / are / ear***
15. ***ir*** spelt ***ir / ur / er / or***
16. ***ou*** spelt ***ou / ow***
17. ***oy*** spelt ***oy / oi***
18. ***ire*** spelt ***ire***
19. ***ear*** spelt ***ear / eer***
20. ***ure*** spelt ***ure***

2. Sounds the Same

Practise identifying and correctly using homophones

This drag-and-drop gap-fill activity provides practice in using the correct spelling of a homophone or near-homophone in context.

Sounds the Same – Year 4 (Initial state):

Listen to the sentences.
Drag and drop the correct homophone into each box.

Buttons: except, accept

1 You have to the fact that your friend is away.

2 All the peaches were hard, for one.

Sounds the Same – Year 4 (Completed state):

Listen to the sentences.
Drag and drop the correct homophone into each box.

Buttons: accept, except

1 You have to **accept** the fact that your friend is away.

2 All the peaches were hard, **except** for one.

Explain that the pairs of words in this activity sound the same, or similar, but are spelt differently. Pupils will need to identify which spelling of the homophone to use for each sentence.

If pupils are struggling to decide which homophone to use in each sentence, explain the different meanings of the homophones.

NB: The homophones/near-homophones in these activities are listed in the National Curriculum and taught in the Spelling programme.

3. Swap, Double or Drop?

Practise identifying how root words change spelling when suffixes are added

This multiple-choice activity provides practice in identifying how the spelling of a root word changes when a suffix is added.

Swap, Double or Drop? – Year 5 (Initial state):

Listen to the word **merry**. Do you **swap**, **double** or **drop** the last letter of the root word when you add the suffix?

root word	suffix	<input checked="" type="radio"/> swap <input type="radio"/> double <input type="radio"/> drop
merry	-ly	

Swap, Double or Drop? – Year 5 (Completed state):

Listen to the word **merry**. Do you **swap**, **double** or **drop** the last letter of the root word when you add the suffix?

root word	suffix	<input checked="" type="radio"/> swap <input type="radio"/> double <input type="radio"/> drop
merry	-ly	

merrily

Explain that for all the words in this activity, we have to change the spelling of the root word before adding the suffix (we can't just add the suffix to the root word) – we either need to **swap** the last letter(s) of the root word, **double** the last letter(s) of the root word, or **drop** the last letter(s) of the root word. Pupils will need to decide which.

Encourage pupils to write down the words that they hear (i.e. the root word and suffix combined) – they might already know the correct spelling, and this will help them pick the right answer option. If they do not already know the correct spelling, they can test out the answer options to see which looks right. For example:

root **tidy** + suffix **-ly**
 swap the **y** = **tidily** ✓
 double the **y** = **tidyyly** ✗
 drop the **y** = **tidly** ✗

root **fame** + suffix **-ous**
 swap the **e** = **famious** ✗
 double the **e** = **fameeous** ✗
 drop the **e** = **famous** ✓

NB: The suffixes in these activities are listed in the National Curriculum and taught in the Spelling programme. The suffixes are introduced as follows:

Y2 (P3): **-ing, -ed, -er, -est, -y**

Y3/4 (P4/5): **-ing, -ed, -er, -est, -y, -ment, -ness, -ful, -less, -ly**

Y5/6 (P6/7): **-ion, -ous, -ial, -ant/-ent, -ance/-ence, -ancy/-ency, -able/-ible, -ably/-ibly**

4. Rule Breakers

Practise identifying words that don't follow the spelling rules taught

This multiple-choice activity provides practice in the spelling rules and reminds pupils that there are exceptions to these rules.

Explain that all the words have something in common, but that one word doesn't follow the same spelling rule as the others. Pupils will need to decide which.

Encourage pupils to read the spelling rule carefully, and ensure that they understand it, before they read the words. They should look closely at the spelling of each word.

NB: The words in these activities are listed as 'exceptions' in the National Curriculum.

5. Playing with Plurals

Practise spelling singular and plural words

This keying-in gap-fill activity provides practice in spelling singular and plural forms of nouns.

The image shows two side-by-side screenshots of a digital activity titled "Playing with Plurals – Year 4".

- Left Screenshot:** The interface shows two sentences. The first sentence is "I have a pet called Fluffy." The second sentence is "We counted all the _____ in the field." Below the sentences are buttons for "Start again", "Done", "See answers", "Back", "13 of 22", and "Next".
- Right Screenshot:** The same interface is shown, but the first sentence now has "bunny" with a green checkmark. The second sentence has "bunnies" with a green checkmark. The "Next" button is highlighted.

Explain that for all the pages in this activity, the first sentence includes the singular form of the word and the second sentence includes the plural form of the word. Pupils will need to spell the words correctly within each sentence.

NB: The words in these activities are listed in the National Curriculum and taught in the Spelling programme. The plural forms of nouns are introduced as follows:

Y2 (P3): adding **s/es** (e.g. *donkey* to *donkeys*, *wish* to *wishes*)

Y3/4 (P4/5): changing **y** to **ies** (e.g. *baby* to *babies*), **f/fe** to **ves** (e.g. *elf* to *elves*, *knife* to *knives*)

Y5/6 (P6/7): irregular plurals: vowel changes (e.g. *mouse* to *mice*), no change (e.g. *sheep*)

6. Word Endings

Practise choosing the correct spellings for word endings

This dropdown gap-fill activity provides practice in spelling words with the following word endings:
ul, unt, unce, ible, ubly, shul

The image shows two side-by-side screenshots of a digital activity titled "Word Endings – Year 6".

- Left Screenshot:** The interface shows two sentences. The first sentence is "Our teacher is a flu speaker of French." The second sentence is "I try to be very observ when we are outdoors." A dropdown menu is open for the second sentence, showing "ant" and "ent" as options. Below the sentences are buttons for "Start again", "Done", "See answers", "Back", "8 of 25", and "Next".
- Right Screenshot:** The same interface is shown, but the first sentence now has "fluent" and the second sentence has "observant", both with green checkmarks. The "Next" button is highlighted.

Explain that the missing word endings in this activity sound the same in the word, but are spelt differently. Pupils will need to identify which spelling of the word ending to use for each word.

NB: The spellings in these activities are listed in the National Curriculum and taught in the Spelling programme. The word endings are introduced as follows:

Y2 (P3) + Y3/4 (P4/5): **ul** spelt **el/al/il**

Y5/6 (P6/7): **unt** spelt **ant/ent**, **unce** spelt **ance/ence**, **uble** spelt **able/ible**, **ubly** spelt **ably/ibly**, **shul** spelt **cial/tial**

7. Silent Letters – Years 5 and 6 only

Practise identifying silent letters in words

This highlighting activity provides practice in identifying silent letters within words.

Explain that pupils will need to identify which words in the text include silent letters. Remind pupils of the silent letters that they already know. E.g. silent **k** before **n** (**kn**), silent **w** before **r** (**wr**).

NB: The silent letters in these activities are listed in the National Curriculum and taught in the Spelling programme. They are: **b, d, g(n), h, k(n), l, n, p, t, u, w(r)**

8. Spell the Root

Practise exploring morphology: spelling the root of a word with a prefix and suffix

This drag-and-drop gap-fill activity provides practice in identifying and spelling root words for words with prefixes and suffixes.

Explain that all the words in the activity will include prefixes and/or suffixes, and that pupils will need to listen carefully to identify which part is the root word. Pupils will need to identify which graphemes to use to spell the root.

Encourage pupils to write down the words that they hear (i.e. the prefix, root word and suffix combined) – they might already know the correct spelling, and this will help them pick the right graphemes.

NB: The prefixes and suffixes in these activities are listed in the National Curriculum and taught in the Spelling programme. They are introduced as follows:

Y2 (P3): **-ing, -ed, -er, -est, -y** (suffixes only)

Y3/4 (P4/5): **-ment, -ness, -ful, -less, -ly** + **un-, dis-, in-, im-, re-, anti-, super-, sub-**

Y5/6 (P6/7): **-ion** (tion/sion), **-ous** (cious/tious), **-ial** (cial/tial), **-ant/-ent, -ance/-ence, -ancy/-ency, -able/-ible, -ably/-ibly** + **mis-, inter-, il-, ir-**

9. Odd Sound Out – Years 5 and 6 only

Practise exploring etymology: identifying Greek/French/Latin graphemes in words

This multiple-choice activity provides practice in identifying graphemes and words that we have adopted from other languages (Greek, French or Latin in origin).

The image shows two screenshots of a digital activity titled 'Odd Sound Out – Year 6'.
 The left screenshot shows the question: 'Read the words aloud. Which word is the odd one out? Think about why.' Below the question are four radio button options: 'cherish', 'chemist', 'cheddar', and 'check'. The 'chemist' option is selected.
 The right screenshot shows the same question and options, but with the 'chemist' option now marked with a green checkmark. To the right of the options, there is explanatory text: 'The odd word out is chemist. In the words cheddar, check and cherish, the letters ch make the ch sound. In the word chemist, the letters ch make the c sound.'

Encourage pupils to read the words aloud and to listen carefully to the pronunciation of each word. Explain that all the words have certain letters in common (these letters are in bold). However, in one word, the letters don't make the same sound as in the other words. Pupils will need to decide which.

If pupils are struggling to decide which word includes the odd sound out, read the words aloud and emphasize the differences in pronunciation.

NB: The graphemes in these activities are listed in the National Curriculum and taught in the Spelling programme. They are:

Greek **k** sound spelt **ch** (e.g. *chorus*)

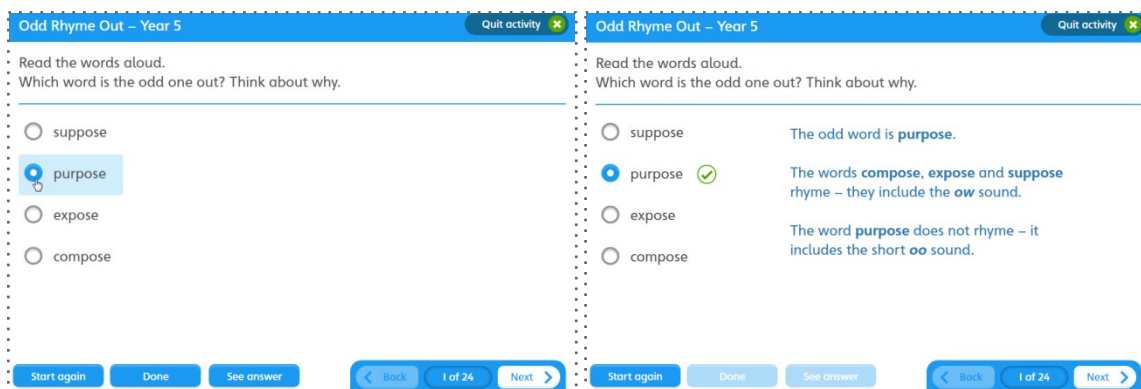
French **sh** sound spelt **ch** (e.g. *chef*)

Latin **s** sound spelt **sc** (e.g. *scene*)

10. Odd Rhyme Out – Years 3–6 only

Practise identifying rare graphemes in words

This multiple-choice activity provides practice in identifying words that rhyme.



Encourage pupils to read the words aloud and to listen carefully to the pronunciation of each word. Explain that all the words end in the same letters. However, in one word, the letters don't make the same sound as in the other words (so one word doesn't rhyme with the others). Pupils will need to decide which.

If pupils are struggling to decide which word doesn't rhyme, read the words aloud and emphasize the differences in pronunciation.

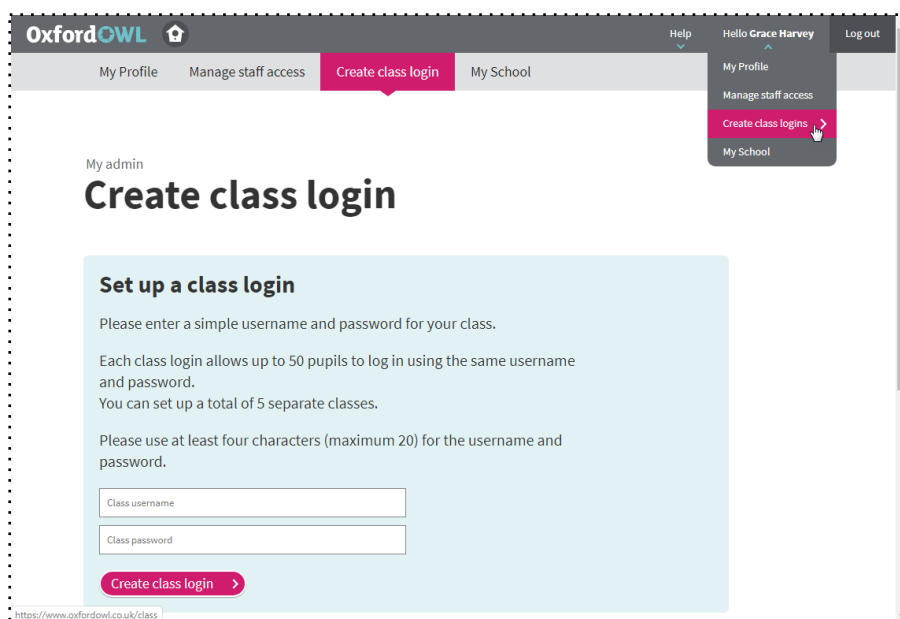
NB: Most of the 'odd' words in these activities are listed as Common Exception Words in the National Curriculum.

How do I set up a class login for the Extra Practice Zone?

If you'd like your pupils to access the activities at home, you can create a class login.

Once you are logged into Oxford Owl, create a class login by hovering over your name in the header bar and selecting **Create class logins** from the dropdown menu. Complete the **Class username** and **Class password** fields, then click on the **Create class login** button. You will receive an email confirming your new class login details.

For more support and answers to FAQs regarding **My class login**, please visit the [Help page](#).



How do I complete the activities in the Extra Practice Zone?

Click on the sound button to listen to the audio.



Click on the 'Start again' button (bottom left of activity screen) to reset the page.

Start again

Click on the 'Done' button (bottom left of activity screen), after you've completed the activity, to mark the page.

Done

Click on the 'See answer' button (bottom left of activity screen), after you've completed the activity and marked the page, to show the answer.

See answers

Click on the 'Next' and 'Back' buttons (bottom right of activity screen) to go forwards and backwards through the pages.



Click on the 'Quit activity' button (top right of activity screen) to exit the activity.

Quit activity



Please note that Oxford Owl will remember answers (saved by an individual teacher account) after you've exited an activity, so that the next time you open the activity, you can pick up where you left off. As mentioned above, please use the 'Start again' button to reset pages within an activity.

Tell us what you think

If you'd like to give feedback on the activities, please complete our [online survey](#).