# Spring 2 Spellings

Please take time to review and refresh the words taken from the Year 3 and 4 spelling list. Children should be able to spell the words, and use them orally and in writing.

In addition, there is a list of new words to practise and learn, taken from the Year 5 and 6 spelling list.

All these words will be discussed and practised in class time and there will be regular low-stakes testing.

Year 3 and 4 spelling list:

| | | |
|---|---|---|
| accident | February | opposite |
| although | guide | special |
| centre | heart | therefore |
| continue | increase | though |
| enough | island | thought |
| famous | minute | woman |

Year 5 and 6 spelling list:

| | | |
|---|---|---|
| actually | answer | believe |
| certain | century | exercise |
| experience | height | eight |
| eighth | quarter | notice |
| knowledge | probably | medicine |
| busy | material | peculiar |

During class time, children will also work through the spelling programme *No Nonsense Spelling.*

This will include:

- ably/ibly words
- Possessive apostrophes
- Homophones- led/lead, steel/steal and altar/alter
- ei/ie words such as ceiling (and 'i before e except after c')

Examples of strategies and techniques which we practise in class can be seen here. These can be continued at home to strengthen learning.

| | |
|---|---|
| **Drawing an image around the word** | This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.<br><br>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember. |
| **Words without vowels** | This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:<br>f_____ld |
| **Pyramid words** | This method of learning words forces you to think of each letter separately.<br>p<br>py<br>pyr<br>pyra<br>pyram<br>pyrami<br>pyramid<br>You can then reverse the process so that you end up with a diamond. |
| **Other strategies** | Other methods can include:<br>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.<br>• Making up memorable 'silly sentences' containing the word<br>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word<br>• Clapping and counting to identify the syllables in a word. |