Spring 1 Spellings

This half term, we will approach our spelling work in a slightly different way. Below you will find a list of words taken from the Year 3 and 4 list which the children have already studied. Please take time to review and refresh these words, to check for accuracy and understanding. 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:

according	bruise	criticise
exaggerate	identity	nuisance
queue	stomach	dictionary
appreciate	competition	physical
forty	lightning	
sacrifice	thorough	

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

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.  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*: f_____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • 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. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.