

Children should learn the rules for each spelling pattern where appropriate, as well as practising the spellings on the lists. This can also include using Spelling Shed, where each spelling pattern will be available for the children to practice. The children will be tested weekly on a variety of the words from the patterns learnt.

Week 3 – w/c 14.09.20

Revision of words with the suffix -tion

position	addition	friction
mutation	adoption	section
caution	reception	injection
formation		

Week 4 – 21.09.20

Revision of words with the suffix –sion

Generally if a root word ends in ‘d’, ‘de’ or ‘se’, then it will have the suffix –sion e.g. expand becomes expansion.

erosion	invasion	provision
diffusion	television	comprehension
conclusion	exclusion	excursion
collusion		

Week 5 – 28.09.20

Revision of words with the suffix -ssion

Generally if a root word ends in ‘ss’ or ‘mit’, then it will have the suffix –ssion e.g. transmit becomes transmission.

mission	passion	admission
compassion	oppression	obsession
omission	concussion	concession
aggression		

Week 6 – 05.10.20

Revision of words with the suffix -cian

Generally these words describe professions and follow a root word ending in ‘ic’ e.g. electric becomes electrician.

electrician	musician	magician
optician	tactician	technician
politician	beautician	paediatrician
statistician		

Week 7 – 12.10.20

Adding suffixes beginning with vowels to words ending in –fer

When the ‘er’ is stressed in the new word, double the ‘r’ e.g. refer becomes referring.

When the ‘er’ is not stressed in the new word, leave a single ‘r’ e.g. refer becomes reference

preference	preferred	preferring
referring	reference	referee
referral	transferred	transferring
transference		

Week 8 – 19.10.20

Review week

This week children should practise the words from this term’s spelling letter. They will be tested on a section of the words they have come across.

All of the words from previous boxes.

Examples of spelling strategies to support your child are below.

*highlight the tricky bit of the word e.g. **nuisance**

*look, cover, write and check the words

*look up what the word means and put it into a worked example e.g. **existence** means continued survival. A worked example: The pandas' **existence** has come into question in recent years.

*come up with a memorable rhyme for all or part of the word e.g. **necessary** has one collar and two sleeves.

*break the word down into syllables e.g. delicious = de // li // cious



*draw around the shape to help to memorise



*draw an image around the word

*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.

It is vitally important that children spend 15 minutes on a Monday and Wednesday practising their spellings and that they take responsibility for completing their homework so that they are prepared when the spellings are tested in class on a Friday. For children who struggle with spelling, the more repetition the better. As always, if you do not fully understand this term's spelling pattern then please contact your class teacher who will explain it in more detail – or ask your child!