

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 2 – 2.5.22

Revision of homophones and near homophones.

Homophones are words that sound the same but are spelt differently. With these words, children will need to think about how they would use them in a sentence.

affect	effect
precede	proceed
draft	draught
dessert	desert
whose	who's

Week 3 – 9.5.22

Words containing 'ough'

'ough' can make many sounds:
'uf' as in tough, 'oh' as in dough
'off' as in cough, 'ow' as in plough
'aw' as in fought, 'oo' as in through

bought	fought
dough	thought
although	nought
brought	enough
afterthought	thoughtfulness

Week 4 – 16.5.22

Adverbs of time and possibility

These words help develop chronology (time order) in children's writing.

afterwards	immediately
earlier	eventually
previously	finally
recently	yesterday
tomorrow	whilst

Week 5 – 23.5.22

The prefix 'over'

Adding 'over' at the beginning of words.

overbalance	overthrow
overturned	overcoat
overslept	overcook
overpaid	overreact
overtired	overlooked

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 Thursday. 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 come in and ask your class teacher who will explain it in more detail – or ask your child!

Please see your class teacher if your child finds it particularly tricky as we can provide handwriting practice with the words or activities to complete.