

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. Throughout the term, we will be looking at SATs style spelling tests to help the children to become familiar with the format.

Week 2 and 3 (spelling test will be in week 3)

**WC 10/01/22 & 17/01/22**

**Revision of prefix dis-, un-, over-, im-**

Each have a particular meaning: dis – reverse;  
un – not;  
over – above or more; im – opposite

disappointed	dissatisfied	dissimilar
unsure	unnecessary	unnatural
overseas	overrule	overreact
impatient	imperfect	impartial

Children should learn the meaning of the word without the prefix and with the prefix.

Week 4 & 5 (spelling test will be in week 5, in week 4 we will be looking at the meaning of the words)

**WC 24/01/22 & 31/01/22**

**Words with the /f/ sound spelled ph**

The /f/ sound is usually spelt with just /f/ or /ff/ after a short vowel. Words from Ancient Greece use the /ph/ sound instead.

graph	pheasant	phone
photo	physical	alphabet
dolphin	elephant	pamphlet
sphere		

This website helps to group the words together for meaning: <https://www.spellzone.com/unit-05/page9.cfm>

Week 6

**WC 07/02/22**

**Words with unstressed vowel sounds**

There are words in the English language that have vowels within them that aren't stressed on pronunciation.

explanatory	environment	secretary	jewellery	poisonous
company	desperate	definitely	reference	temperature

As there are not always rules to follow, it would be beneficial for the children to find ways to help them to remember the words such as making a rhyme. It is also important for the children to know and understand what each of the words mean.

Week 7

**WC 14/02/22**

Y5/6 Spelling List. Please see the attached list of words which children must be able to spell by the end of Y6. These are challenging words which is why we practise them throughout Y5/6. Encourage your child to practise these words – we will be working on them in class during this week.

There will not be a specific spelling test this week but we will keep picking up on these words over their time in UKS2.

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.