

# Spelling



Please find below the fortnightly spelling lists for each year group. As part of the curriculum, children will have daily spelling sessions where they will explore the spelling rule and have time to practise the words from the spelling list. At the end of the 2-week unit, they will be 'quizzed' on the 8 listed words plus 2 mystery words that follow the fortnightly rule. They will have the chance to receive praise points during the quiz. Some children may be given a different list of words to take home that their teacher believes will support their individual learning journey. To support your child with learning their spellings at home, we have listed a few ideas to help make spelling fun!

## Year 3 - Spring 2

<p><b>Week 1 &amp; 2</b>  <b>What is the rule?</b>            Prefixes <i>un, mis, dis</i> and <i>in</i></p>	<p><b>Week 3 &amp; 4</b>  <b>What is the rule?</b>            Prefixes <i>re, sub, inter, super</i></p>	<p><b>Week 5 &amp; 6</b>  <b>What is the rule?</b>            Singular Apostrophe for Possession</p>
<p><b>Retrieval focus:</b>            Words ending in <i>-tion</i></p> <p><b>Word list:</b>  <i>unhappy</i>  <i>unfair</i>  <i>disappoint</i>  <i>disagree</i>  <i>disobey</i>  <i>misbehave</i>  <i>mislead</i>  <i>misspell</i>  <i>incorrect</i>  <i>inactive</i></p>	<p><b>Retrieval focus:</b>            Prefixes <i>un, mis, dis</i> and <i>in</i></p> <p><b>Word list:</b>  <i>refresh</i>  <i>return</i>  <i>reappear</i>  <i>react</i>  <i>subheading</i>  <i>submerge</i>  <i>interact</i>  <i>international</i>  <i>supermarket</i>  <i>superstar</i></p>	<p><b>Retrieval focus:</b>            Prefixes <i>re, sub, inter, super</i></p> <p><b>Word list:</b>  <i>People's</i>  <i>Children's</i>  <i>Friend's</i>  <i>Animal's</i>  <i>School's</i>  <i>House's</i>  <i>Girl's</i>  <i>Boy's</i>  <i>Man's</i>  <i>Everyone's</i></p>

## Year 4 - Spring 2

<p><b>Week 1 &amp; 2:</b>            Words with endings sounding like /tʃə/ spelt '-ture'</p>	<p><b>Week 3 &amp; 4</b>            The /g/ sound spelt 'gu'</p>	<p><b>Week 5 &amp; 6:</b>            possessive apostrophe with singular proper nouns</p>
<p><b>Retrieval focus:</b>            The /ʌ/ sound spelt 'ou'</p> <p><b>Word list:</b>  <i>texture</i>  <i>torture</i>  <i>culture</i>  <i>picture</i>  <i>fracture</i>  <i>nature</i>  <i>mixture</i>  <i>feature</i></p>	<p><b>Retrieval focus:</b>            Words with endings sounding like /tʃə/ spelt '-ture'</p> <p><b>Word list:</b>  <i>guy</i>  <i>guide</i>  <i>guilt</i>  <i>guess</i>  <i>quest</i>  <i>guitar</i>  <i>tongue</i>  <i>disguise</i></p>	<p><b>Retrieval focus:</b>            The /g/ sound spelt 'gu'</p> <p><b>Word list:</b>  <i>No spelling words as practising grammar rule. Please practise rule at home</i></p> <p><i>Joe's ruler</i>  <i>James' ruler</i></p>

Year 5 - Spring 2

Week 1 and 2	Week 3 and 4	Week 5 and 6
Suffixes -ent and -ant	Suffixes -ance and -ence	Suffixes -ancy and -ency
<p><b>Retrieval focus:</b> -able -ible ending</p> <p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. brilliant</li> <li>2. important</li> <li>3. observant</li> <li>4. confident</li> <li>5. accident</li> <li>6. obedient</li> <li>7. significant</li> <li>8. incident</li> </ol>	<p><b>Retrieval focus:</b> 'I' before 'e' except after 'c'</p> <p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. influence</li> <li>2. difference</li> <li>3. audience</li> <li>4. confidence</li> <li>5. sequence</li> <li>6. significance</li> <li>7. perseverance</li> <li>8. acquaintance</li> </ol>	<p><b>Retrieval focus:</b> 'ous' ending</p> <p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. currency</li> <li>2. tendency</li> <li>3. urgency</li> <li>4. consistency</li> <li>5. occupancy</li> <li>6. vacancy</li> <li>7. emergency</li> <li>8. frequency</li> </ol>

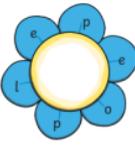
Year 6 - Spring 2

Week 1 and 2	Week 3 and 4	Week 5 and 6
Silent Letters	Words ending in ance, ant and ancy	Words ending in ence, ent and ency
<p><b>Retrieval focus:</b> -shul endings</p> <p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. knew</li> <li>2. thumb</li> <li>3. mortgage</li> <li>4. receipt</li> <li>5. glisten</li> <li>6. knowledge</li> <li>7. answer</li> <li>8. wrong</li> </ol>	<p><b>Retrieval focus:</b> -tious and cious endings</p> <p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. importance</li> <li>2. significant</li> <li>3. defiant</li> <li>4. restaurant</li> <li>5. arrogance</li> <li>6. elegant</li> <li>7. radiance</li> <li>8. brilliant</li> </ol>	<p><b>Retrieval focus:</b> 'ous' ending</p> <p><b>Word list:</b></p> <ol style="list-style-type: none"> <li>1. present</li> <li>2. government</li> <li>3. urgency</li> <li>4. science</li> <li>5. independent</li> <li>6. innocent</li> <li>7. patience</li> <li>8. environment</li> </ol>



# How can I practise my spellings at home?

Here are some useful ideas, games and web links to help your child practise their spellings at home.

<p><b>Letter Magnets</b> Spell your words out using magnetic letters</p> 	<p><b>Playdough</b> Make your spellings using playdough to form each letter</p> 
<p><b>Backwards Words</b> Write your spelling word and then write it backwards thinking carefully about the pattern of the letters.</p> <p>BACKWARDS SDRAWKCAB</p>	<p><b>Alphabetical Order</b> Can you write your spelling words down in alphabetical order?</p> <p>ABCDEFGHIJKLMNOPQRSTUVWXYZ</p>
<p><b>Across and Down</b> Write your spelling words out in creative ways to help you to remember them!</p> <p>Example x a m p l e</p>	<p><b>Spelling Flowers</b> Draw a flower and plot the letters onto the petals—don't forget to count how many letter and petals there are!</p> 

1. *That's an order!* Write your words out in alphabetical order.
2. *Super Sentences* - Write a super sentence for each one of your spelling words.
3. *Rainbow words* - Write your spelling word and trace over it 5 times using a different colour each time.
4. *Bubble letters* - Write your spelling words in bubble letters.
5. *Acrostic Poems* - Create an acrostic poem for 5 of your words. Example: snow: Soft and fluffy, Never warm, Open the door, Wade in the cold
6. *Make a Wordsearch* - Make a wordsearch using a grid of all your spelling words. Come back and find your words.
7. *Look, Cover, Write, Check* - Look at the spelling Cover the spelling up Write it down Check to see if it's correct
8. *Highlight it!* - Write the words using a different colour for the parts that follow the same pattern or rule (e.g. silent letters: Knight, Knee, island, lamb)

## Online Games:

- [http://www.learninggamesforkids.com/spelling\\_games.html](http://www.learninggamesforkids.com/spelling_games.html)
- <http://www.bbc.co.uk/skillswise/game/en21watc-game-paris-word>
- <https://www.spellingcity.com/spelling-games-vocabulary-games.html>
- [PhonicsPlay](#)
- [spelling - Topmarks Search](#)