

Spring 1 Spellings- Ava

WB:16.1.17	WB:23.1.17	WB: 30.1.17	WB: 6.2.17	Words to practise and use correctly in your writing Part 1 /half term	Words to practise and use correctly in your writing Part 2/half term
au	Homophones – make sure you know the meanings/ usage.	LY just add ly / double LL	Ly - change y to i / drop the e with le words		
haunt	bored/board	lovely	happily	thought	kitchen
cause	tour/tore	proudly	easily	what	tasted
pause	pour/poor	slowly	heavily	when	second
launch	court/caught	loudly	noisily	which	happened
sauce	warn/worn	closely	angrily	they	hour
fault	wander/wonder	usually	gently	believe	<i>any other</i>
caught	saw/sore	actually	possibly	people	<i>words you</i>
laugh	source/sauce	eventually	terribly	would	<i>think you</i>
taught	there/their	finally	horribly	could	<i>need to</i>
because		carefully	heavily	scary	<i>practise</i>

Here are the spellings that AVA will be expected to learn this half term, in addition to our class phonics sessions. AVA: Please make sure you know the meanings of the words! – Maybe draw pictures to help you learn the homophones and write them out in sentences to help show the meanings. PARENTS: Please make sure they get plenty of practise in time for the quiz on Fridays. **P.T.O. for some spelling strategies and games you can play and the year 3/4 expected words, which we will be revising in class!** Thank you! Miss Mount.

New Curriculum Spelling List Years 3 and 4



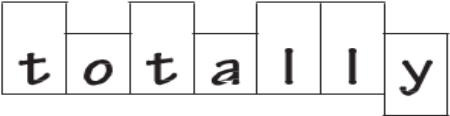
<p>Aa</p> <p>accident accidentally actual actually address answer appear arrive although</p>	<p>Bb</p> <p>believe bicycle breath breathe build busy business</p>	<p>Cc</p> <p>calendar caught centre century certain circle complete consider continue</p>	<p>Dd</p> <p>decide describe different difficult disappear</p>	<p>Ee</p> <p>early earth eight eight enough exercise experience experiment</p>
<p>Ff</p> <p>famous favourite February forwards fruit</p>	<p>Gg</p> <p>grammar group guard guide</p>	<p>Hh</p> <p>heard heart height history</p>	<p>Ii</p> <p>imagine increase important interest island</p>	<p>Kk</p> <p>knowledge</p>


New Curriculum Spelling List Years 3 and 4



<p>Ll</p> <p>learn length library</p>	<p>Mm</p> <p>material medicine mention minute</p>	<p>Nn</p> <p>natural naughty notice</p>	<p>Oo</p> <p>occasion occasionally often opposite ordinary</p>	<p>Pp</p> <p>particular peculiar perhaps popular position possess</p> <p>possession possible potatoes pressure probably promise purpose</p>
<p>Qq</p> <p>quarter question</p>	<p>Rr</p> <p>recent regular reign remember</p>	<p>Ss</p> <p>sentence separate special straight strange strength suppose surprise</p>	<p>Tt</p> <p>therefore though thought through</p>	<p>Vv</p> <p>various</p> <p>Ww</p> <p>weight woman women</p>

Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
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Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 
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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.
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Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
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Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
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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 <i>field</i> . <p style="text-align: center;">f _ _ ld</p>
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Dicey Spellings

Here are a few ideas to help you remember your spellings at home:

You will need 1 dice.

First choose a word to spell, then throw the dice. The number you get decides which of the tasks you do.

1. write word with eyes shut
2. write word with opposite hand
3. spell word aloud backwards
4. write word in bubble writing
5. write each letter in different colour
6. write the word in the air or on a partner's back. (or make up your own task)

Pyramid words	This method of learning words forces you to think of each letter separately. <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: <ul style="list-style-type: none"> • Rainbow writing. Using <u>coloured</u> 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 <u>colour</u>. You could also write each letter in a different <u>colour</u>, 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.

