

Week 1 – 28th April

The /s/ sound spelt c before e, i and y (race, ice, cell, city, fancy)

Why does 'c' make the sound /s/ in some words?

Homophones of the week: here, hear

Tricky words review: beautiful, laugh

Your child has learned the above spellings and pattern during their phonics sessions.

Please take time over the week to discuss the spelling pattern with your child, to help them remember what has been taught. More examples are available on the internet. Activities could include: Looking for the pattern in reading books, practicing spellings which include the pattern, hangman, find ten words, get them to write on your arm with their finger to see if you can guess the word, chalk outside, cutting lettering out of newspapers or magazines. You will probably have many more ideas. Previously, the children have enjoyed creating posters of the spelling pattern and practised with different colours and pens.

Week 2 – 5th May

The /z/ sound spelt s (television, treasure, usual)

How can I spell the sound /zh/?

Homophones of the week: be, bee

Tricky words review: busy, pretty

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Week 3 – 12th May

The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, sadness, careful, playful, hopeless, plainness, badly)

What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?

Homophones of the week: bare, bear

Tricky words review: parents, because

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Week 4 – 19th May

The suffixes -ment, -ness, -ful, -less and -ly (merriment, happiness, plentiful, penniless, happily)

What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?

Homophones of the week: bare, bear

Tricky words review: parents, because

Your child has learned the above spellings and pattern during their phonics sessions.

Please take time over the week to discuss the spelling pattern with your child, to help them remember what has been taught. More examples are available on the internet. Activities could include: Looking for the pattern in reading books, practicing spellings which include the pattern, hangman, find ten words, get them to write on your arm with their finger to see if you can guess the word, chalk outside, cutting lettering out of newspapers or magazines. You will probably have many more ideas. Previously, the children have enjoyed creating posters of the spelling pattern and practised with different colours and pens.

Week 5 – 9th June

The apostrophe for contraction (didn't, wouldn't, hasn't, it's, couldn't)

How can I show missing letters in a word?

Homophones of the week: there, their they're

Tricky words review: parents, because, busy, pretty, beautiful, laugh

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Please take time over the week to discuss the spelling pattern with your child, to help them remember what has been taught. More examples are available on the internet. Activities could include: Looking for the pattern in reading books, practicing spellings which include the pattern, hangman, find ten words, get them to write on your arm with their finger to see if you can guess the word, chalk outside, cutting lettering out of newspapers or magazines. You will probably have many more ideas. Previously, the children have enjoyed creating posters of the spelling pattern and practised with different colours and pens.

Week 6 – Spelling assessments

Week 7 – 23rd June

Words ending in –tion (station, fiction, motion, national, section)

Why do some longer words have the spelling 'ti' for /sh/?

Homophones of the week: sun, son

Tricky words review: eye, shoe

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Week 8 – 30th June

Words ending in –tion (station, fiction, motion, national, section)

Why do some longer words have the spelling ‘ti’ for /sh/?

Homophones of the week: sun, son

Tricky words review: eye, shoe

Your child has learned the above spellings and pattern during their phonics sessions.

Please take time over the week to discuss the spelling pattern with your child, to help them remember what has been taught. More examples are available on the internet. Activities could include: Looking for the pattern in reading books, practicing spellings which include the pattern, hangman, find ten words, get them to write on your arm with their finger to see if you can guess the word, chalk outside, cutting lettering out of newspapers or magazines. You will probably have many more ideas. Previously, the children have enjoyed creating posters of the spelling pattern and practised with different colours and pens.

Week 9 – 7th July

The possessive apostrophe (singular nouns) (Megan’s, Ravi’s, the girl’s, the child’s, the man’s)

How do I use the possessive apostrophe (singular possession)?

Homophones of the week: whole, hole

Tricky words review: thought, through

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Please take time over the week to discuss the spelling pattern with your child, to help them remember what has been taught. More examples are available on the internet. Activities could include: Looking for the pattern in reading books, practicing spellings which include the pattern, hangman, find ten words, get them to write on your arm with their finger to see if you can guess the word, chalk outside, cutting lettering out of newspapers or magazines. You will probably have many more ideas. Previously, the children have enjoyed creating posters of the spelling pattern and practised with different colours and pens.

Week 10 – Review all homophones/tricky words taught during the Spring/Summer Term.