

## Week 1 – 8<sup>th</sup> September 2024

-y at the end of words, sounding like 'I' (*fly, cry, July, reply*) and words containing 'ey' (*donkey, chimney, valley*)

Last week, your child learned about the above spellings and patterns during their phonics sessions.

Please take time over the week to discuss these pattern/s 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 – 15<sup>th</sup> September 2024

'or' after the letter 'w' (*work, world, word, worm, worth*)

Last week, your child learned about 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 3 – 22<sup>nd</sup> September

#### The sound spelt 'a' before 'l' and 'll' (ball, walk, talk, all, call, always)

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### Week 4 – 29<sup>th</sup> September

#### Words ending in 'dge' (badge, edge, bridge).

#### Words ending in 'ge' (age, huge, change).

Last week, your child learned about the above spellings and patterns during their phonics sessions.

Please take time over the week to discuss these pattern/s 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 – 6<sup>th</sup> October

### Words spelt as a 'g' in words before 'e', 'i' and 'y' (giant, gem, energy).

Last week, your child learned about 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 6 – 13<sup>th</sup> October

### Words that sound like an 's' but spelt with a 'c' before e, i and y (race, ice, cell, city, fancy)

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 7 – 20<sup>th</sup> October

Words that sound like an 's' but spelt with a 'c' before e, i and y  
(race, ice, cell, city, fancy)

The 'o' sound spelt with an 'a' after 'w' and 'qu' (want, watch,  
wander, quantity, squash)

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

Please take time over the week to discuss the spelling patterns 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 8 – 3<sup>rd</sup> November

The 'u' sound when spelt with a 'o' (mother, brother, nothing  
another, Monday)

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 – 10<sup>th</sup> November

### Homophones and near-homophones (e.g. bare/bear blew/blue be/bee).

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## Week 10 – 17<sup>th</sup> November

### Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. (e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny).

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 11 – 24<sup>th</sup> November

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. (e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny).

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 12 – 1<sup>st</sup> December

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. (e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny).

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 13 – 8<sup>th</sup> December

Adding -ed, -er and -est to a root word ending in -y with a consonant before it (e.g. copied, copier, happier, happiest, cried, replied).

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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 14 – 15<sup>th</sup> December

Adding -ing to a root word ending in -y with a consonant before it (copying, crying and replying).

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny).

Your child has learned the above spellings and patterns 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.