

Week 1 – 19th January

The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of word. (knock, know, knee, gnaw)

Homophones of the week: night/knight

Tricky words: once, two

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 2 – 26th January

The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of word. (knock, know, knee, gnaw)

Homophones of the week: night/knight

Tricky words: once, two

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 – 2nd February

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)

Homophones of the week: one/won

Tricky words: any, many

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 4 – 9th February

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)

Homophones of the week: one/won

Tricky words: any, many

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 5 – 23rd February

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. (badge, edge, age, change, village, gem, giant, magic)

Homophones of the week: Where/wear

Tricky words review: once, two, any, many

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 6 – 2nd March

The /ɒ/ sound spelt a after w and qu. (want, watch, squash)

The /ɜ:/ sound spelt or after w. (word, work, worm, world, worth)

The /ɔ:/ sound spelt ar after w. (war, warm, towards)

Homophones of the week: our, hour

Tricky words: who, whole

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 7 – 9th March

The /ɒ/ sound spelt a after w and qu. (want, watch, squash)

The /ɜ:/ sound spelt or after w. (word, work, worm, world, worth)

The /ɔ:/ sound spelt ar after w. (war, warm, towards)

Homophones of the week: our, hour

Tricky words: who, whole

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 8 – 16th March

Adding -es to nouns and verbs ending in -y (flies, tries, replies, babies, carries)

Homophones of the week: quite, quiet

Tricky words: people, friend.

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 – 23rd March

The /i:/ sound spelt ey. (key, donkey, monkey, chimney, valley)

Homophones of the week: see, sea

Tricky words: move, improve

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 – 23rd March (In addition to Week 9)

The /l/ or /əl/ sound spelt -le at the end of words (table, apple, bottle, little)

The /l/ or /əl/ sound spelt -al at the end of words (metal, pedal, animal)

Words ending -il. (pencil, fossil, nostril)

The /l/ or /əl/ sound spelt -el at the end of words (Camel, tunnel, travel)

Homophones of the week: to, too, two

Tricky words review: who, whole, people, friend, move, improve

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.