Dear Parents,

Please see below the Spelling words for Term 1. These are words that we will be teaching and using in the coming term. Please help your child to become more confident in their spelling of these words, through regular practise, some suggestions for this are over the page. Week 8 will be a mix of them all.

Thank you for your continued support.

Ms Berry and Miss Smith

Spelling List Term 1

Week 2	Week 3	Week 4
smile -> smiles	unlucky	I'm
search -> searches	unusual	I've
walk -> walked	disappoint	we're
run -> ran	disagree	they're
skip -> skipping	dishonest	don't
hope -> hoping	disappear	can't
sing -> singer	flood	doesn't
bake -> baker	predict	muscles
eight	nutrients	country
four	balanced	South
Week 5	**Week 6**	**Week 6**
weigh	brake / break	there
weight	grate / great	their
hail	eight / ate	they're
straight	weight / wait	two
they	son / sun	to
vein		too
mountain		our
Noah		are
rainbow		sum
extreme		some

Tips for learning spellings at home

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. **Look**: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. **Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover**: cover the word. **Write**: write the word from memory, saying the word as you do so. **Check**: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
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.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
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 field: 
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, 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.