


These are the spellings the children will be looking at this half term. These will be set on Spelling Shed each week. In addition, below are some other words you may want to use to help you learn these spellings. You may want to explore other words that follow the same rule. The Year 3 and 4 statutory words are also attached.

<i>Spellings</i> WC: 06.11.23 Words with the prefix 're-'	<i>Spellings</i> WC: 13.11.23 Words with the prefix 'dis-'	<i>Spellings</i> WC: 20.11.23 Words with the prefix 'mis-'	<i>Spellings</i> WC: 27.11.23 Words where '-ing', '-er' and '-ed' are added to multisyllabic words	<i>Spellings</i> WC: 04.12.23 Words where '-ing', '-en' and '-ed' are added to multisyllabic words	<i>Spellings</i> WC: 11.12.23 Challenge words To spell words with irregular spelling patterns
<i>Redo</i>	<i>Disappoint</i>	<i>Misbehave</i>	<i>Gardening</i>	<i>Forgetting</i>	<i>Centre</i>
<i>Refresh</i>	<i>Disagree</i>	<i>Mislead</i>	<i>Limited</i>	<i>Forgotten</i>	<i>Decide</i>
<i>Return</i>	<i>Disobey</i>	<i>Misspell</i>	<i>Limiting</i>	<i>Beginning</i>	<i>Disappear</i>
<i>Reappear</i>	<i>Disable</i>	<i>Mistake</i>	<i>Developing</i>	<i>Preferred</i>	<i>Early</i>
<i>Redecorate</i>	<i>Dislike</i>	<i>Misplace</i>	<i>Developed</i>	<i>Permitted</i>	<i>Heart</i>
<i>Revenge</i>	<i>Dislocate</i>	<i>Misread</i>	<i>Listening</i>	<i>Regretting</i>	<i>Learn</i>
<i>Review</i>	<i>Disappear</i>	<i>Mistrust</i>	<i>Listened</i>	<i>Committed</i>	<i>Minute</i>
<i>Replay</i>	<i>Disadvantage</i>	<i>Misunderstanding</i>	<i>Covered</i>	<i>Forbidden</i>	<i>Notice</i>
<i>Reaction</i>	<i>Disapprove</i>	<i>Misuse</i>	<i>Covering</i>	<i>Propelled</i>	<i>Regular</i>
<i>Rebound</i>	<i>Dislodge</i>	<i>Mislaid</i>	<i>Gardener</i>	<i>Equipped</i>	<i>Therefore</i>

No Nonsense Spelling Strategies for Parents

<p>Look, say, cover, write, check</p>	<p>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.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>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 spelled 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 spell 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.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>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.</p>
<p>Drawing around the word to show the shape</p>	<p>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.</p> <p style="text-align: center;">t o t a l l y</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>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.</p>
<p>Words without vowels</p>	<p>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> <p style="text-align: center;">f ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured 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 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.

Year 3 and 4 Word List Checklist

Word	R	W	Word	R	W	Word	R	W
accident			certain			famous		
accidentally			circle			favourite		
actual			complete			February		
actually			consider			forward		
address			continue			forwards		
answer			decide			fruit		
appear			describe			grammar		
arrive			different			group		
believe			difficult			guard		
bicycle			disappear			guide		
breath			early			heard		
breathe			earth			heart		
build			eight			height		
busy			eighth			history		
business			enough			imagine		
calendar			exercise			increase		
caught			experience			important		
centre			experiment			interest		
century			extreme			island		

Year 3 and 4 Word List Checklist

Word	R	W	Word	R	W	Word	R	W
knowledge			perhaps			separate		
learn			popular			special		
length			position			straight		
library			possess			strange		
material			possession			strength		
medicine			possible			suppose		
mention			potatoes			surprise		
minute			pressure			therefore		
natural			probably			though		
naughty			promise			although		
notice			purpose			thought		
occasion			quarter			through		
occasionally			question			various		
often			recent			weight		
opposite			regular			woman		
ordinary			reign			women		
particular			remember					
peculiar			sentence					