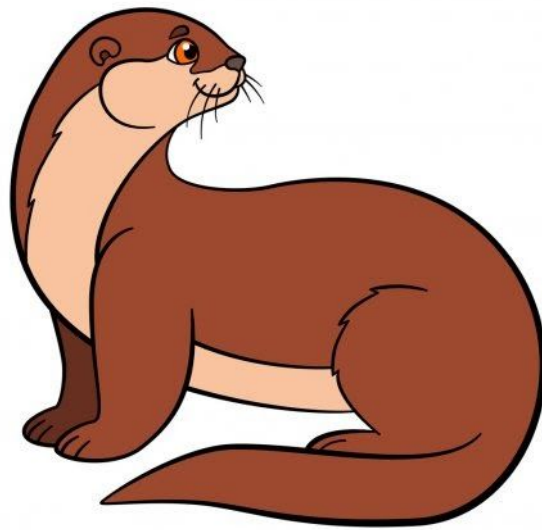


Otters' Spelling Pack

Autumn term 2

Group 1a




Please find enclosed the spellings for your child's group, for the next half term. Spellings can be practised using the look, cover, write, check method in the booklet. We would also encourage you to try out some of the ways we practise in class (outlined on the next two pages). Practising spellings in multiple ways (and not just copying the list) really helps develop muscle memory and helps the children remember the words in both their test and in their writing. Please ensure your child brings their yellow spelling folder to school each Monday.


In addition to their weekly spellings, the children will also have common exception words to practise on spellodrome. We suggest your child spends 20 minutes per week doing this.

Thank you for your support.

Mrs Russell and Mrs Clark

Ways to practise spellings (taken from No Nonsense Spelling)




<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 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.</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>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>f ____ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p>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.

Spelling focus: homophones

To be tested on: Monday 9th November

Homophones are words that sound the same but are spelt differently. It is important to practise the meanings of the words and being able to put the right version of the homophone into the right sentence.




 Look and say	 Look, say and write	 Cover and write	Check and make corrections.
be			
bee			
see			
sea			
sun			
son			

Spelling test score _____

Spelling focus: Apostrophes for contraction

To be tested on: Monday 16th November

Apostrophes for contraction are where parts of two different words are removed, replaced with an apostrophe and the words become joined; for example, she is = she's.




 Look and say	 Look, say and write	 Cover and write	Check and make corrections.
I'm			
I'll			
he's			
she's			
it's			

Spelling test score _____

Spelling focus: suffixes -er, -ed, -ing

To be tested on: Monday 23rd November

Suffixes are added at the end of words.

 Look and say	 Look, say and write	 Cover and write	Check and make corrections.
cook			
cooking			
jumping			
jumped			
jumper			

Spelling test score _____




Spelling focus: prefixes mis- and re-

To be tested on: Monday 30th November

A prefix is added at the beginning of a word and changes the meaning of the word.

Mis = wrong or incorrect




Re = again or back

 Look and say	 Look, say and write	 Cover and write	Check and make corrections.
misfit			
misread			
redo			
return			
react			

Spelling test score _____

Spelling focus: phase 2 tricky words




To be tested on: Monday 7th December

 Look and say	 Look, say and write	 Cover and write	Check and make corrections.
I			
no			
go			
to			
the			
into			

Spelling test score _____

Spelling focus: phase 3 tricky words

To be tested on: Monday 14th December

 Look and say	 Look, say and write	 Cover and write	Check and make corrections.
my			
me			
we			
they			
you			

Spelling test score _____