

Dear Parents,

Please see below the Spelling words for Term 3. 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.

Thank you for your continued support.

*Miss Smith and Miss Bailey.*

Spelling List Term 3

Topical vocabulary	suffixes '-ness' and '-ful' following a consonant	Prefixes 'sub-' and 'tele-'
flint stone iron Neolithic settlement hunter gatherer fire berries fruit	business illness kindness darkness fitness helpful truthful thankful cheerful wonderful	television telescope telephone teleport telepathic submarine submit subject subtract subtotal
Apostrophe for contraction	Words with the /ʃ/ sound spelt 'ch' as well as 's', 'ss(ion/ure)'	suffixes '-less' and '-ly'
doesn't can't won't don't isn't I'd I've she'll there's they're	chef chalet machine brochure crochet ricochet parachute moustache champagne	careless hopeless useless breathless seedless slowly lovely quietly loudly probably

## Tips for learning spellings at home

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> 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.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></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><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Words without vowels</b></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 field:</p> <p style="text-align: center;">f            ld</p>
<p><b>Pyramid words</b></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><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>