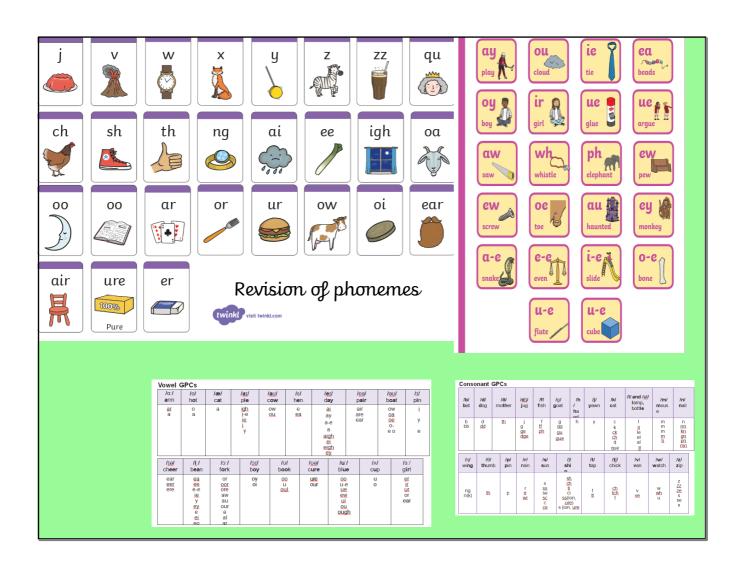
Week 1/ Lesson 1

ABC spelling List A to practise for next week.

LO: Revise

Strategies at the point of writing.

- If you are unsure of the spelling of a word, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or by yourself using a dictionary during proofreading time.
- Make sure that you are continuing with writing and not checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.
- Don't make more than three attempts at a word.



Revision of spelling rules learnt last half term.

/32/ending in sure and /ea/for 'e'

apostrophefor possession measure

Lucy's treasure Tom's pleasure girl's enclosure closure boy's woman's breakfast Alice's already instead Agnes' weather Julius' pleasant dog's

cat's

How can you practise spelling?

Underlining and looking at tricky bits.

look, cover, write, check

saying it in a funny way: like "Wed - nes - day

drawing a picture in the word

drawing a jigsaw piece around the words

rainbow writing

writing the word out using fancy fonts

pyramid words

Spelling Week 1/ Lesson 2

LO: to revise homophones

Recap: what is a homophone?

KS2 English- Homophones with Johnny & Inel - BBC Teach

https://www.youtube.com/watch?v=I0VpP7VxtYg&feature=share

Homophone

What homophones do you know?	
(same pronunciation but different meaning)	

Fun ways of remembering spellings of homophone pairs, such as: There is a piece of pie in the word piece. homophones piece peace main mane

fair fare son sun break

brake

Draw a picture:





near homophones and homophone
not
knot
accept
except
male
mail
won
one
advice
advise

Week 1/ Lesson 3

LO: Revise Year 2 prefixes and suffixes

What are prefixes- - BBC Bitesize

Prefixes are a group of letters that change the meaning of a word when they are added to the start. Most prefixes mean a similar thing when they're added to different words.

- 1. un usually means not. For example, unhappy, unlocked, unfair
- 2. dis and mis usually have negative meanings. For example, disagree, disobey, misbehave, mislead
- 3. re usually means again or back. For example, redo, reappear, redecorate
- 4. sub usually means under. For example, subheading or submarine

What are suffixes- - BBC Bitesize

Suffixes

A suffix is a letter or group of letters that goes on the end of a word and changes the word's meaning.

Sometimes they also change the original word's spelling. When adding a suffix you might have to double the last letter. For example when adding 'ed' to 'drop' you also double the p so it becomes 'dropped'.

Some suffixes have specific uses. Adding 'ing' can change a noun into a verb eg 'garden' to 'gardening'. While 'ed' can put a verb in the past tense eg 'jump' to 'jumped'.

How to use the suffix -ly - BBC Bitesize

Adding the suffix -ly

Suffixes are letters that can be added to the end of words to change their meaning.

Adding the suffix-ly, turns an adjective into an adverb

'nice' becomes 'nicely'.

If the word ends with 'y', the 'y' becomes an 'i', and then add -ly

'happy' becomes 'happily'.

If the word ends with 'le', drop the 'le' and add -ly

'terrible' becomes 'terribly'

	er er de er de ke est		Create a word from the 3.12 document and read it out for someone at home. Both of you should write the word down. Together check the spelling and then change over. 3.12.docx
copy worry happy cry reply funny	er est ed ing		
fair sad kind tidy lovely silly nasty happy willing fit foolish	enjoy employ docu sint state move	ment	Play a game on SpellingFrame with prefixes and suffixes. SpellingFrame

Week 2/ Lesson 1

Spelling test on ABC spelling

New words to give out:

profitoes 'misc' and 're'
reappear
retry
rebuild
rewrite
replay
redo
misbehave
misremember

misread mishear Plus: ABC spelling List B to practise for next week (if they've passed list A).

Week 2/ Lesson 2

LO: Teach: Prefixes 'mis-' and 're-'

3.13.docx

In pairs, create words with 'mis-' and 're-' from 3.13 document. What do you think 'mis-' and 're-' might mean?

Write a root word of your choice down in your spelling jotter. Then write the same root word with the added prefix too. Explain the difference in meaning.

Year 3 – Block 2 – Lesson 4 3.13								
appear	try	remember						
build	take	write						
play	behave	hear						
do	apply	calculate						
turn	take	read						

Week 2/ Lesson 3

LO: Practise: Prefixes 'mis-' and 're-'

In the previous lesson, you created words with the 'mis' and 're' prefixes. Today you are putting those words into sentences. Write then sentences down with your partner.

LO: Apply: Prefixes 'mis-' and 're-'

Where could you add the prefixes 'mis-' or 're-' to make these sentences mean the opposite?

The boy behaved as he played his video.

He heard what his teacher had said.

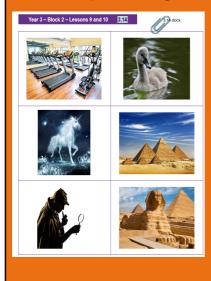
Week 3/ Lesson 1

LO: Spelling test on previous week's words and ABC words.

(plus giving new words out)

```
The /I/ saund spelt 'y'
gym
cygnet
myth
pyramid
mystery
Egypt
symbol
mystic
dynasty,
synonym
```

Week 3/ Lesson 2

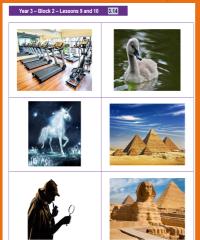


LO: Teach: The /I/ sound spelt 'y'

Identify the words as a class.

(Answers: gym, cygnet, myth, pyramid, mystery, Egypt)

Week 3/ Lesson 2



Try to sound out the words and write them on your white board so that you can read them.

What do you notice about all these words?

Practise writing the words in their spelling jotter, you could also draw a picture if it helps remembering the spelling.

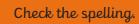
Next, cover up the words and write the words from memory.

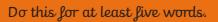
Week 3/ Lesson 3

LO: Practise/ Apply. The /I/ sound spelt 'y'



Create a sentence based on one of the images and write it.







Week 3/ Lesson 3

Dictation:

Can you write the sentences correctly as your teacher reads them?

Dictation week 3.docx

The mystery of how pyramids were built has been solved.

It was a myth that the symbol of the dynasty was a cygnet.

If you misbehave in the gym, you'll have to redo your homework.

Week 4/ Lesson 1

LO: Spelling test on previous week's words and ABC words.

(plus giving new words out)

There's no other list to give out this week than the ABC spelling List D to practise for next week (if they've passed list A, B and C).

Week 4/ Lesson 2

LO: Learn: Strategies for learning words: words from statutory word list for Years $\bf 3$ and $\bf 4$

Revise the strategy Look, say, cover, write, check.

In this lesson, the children practise the ABC list that they are on.

Pupils will use Look, say, cover, write, check to learn the spelling of the words on their list.

Week 4/ Lesson 2

LO: Assess: Words from statutory spelling lists: pair testing

Pupils to test each other in pairs.

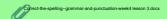
They should use the word lists that they practised yesterday.

Week 4/ Lesson 3

LO: proofreading

What is proofreading and why is it important?

Pupils to find the errors in the attached document and write them out correctly with their partner on white boards.



Pupils could check their English books for misspelt words and could practise those misspelt words in their spelling jotters using one of the strategies that they have for learning spellings.

Week 5/ Lesson 1

LO: Spelling test on the ABC words.

(plus giving new words out)

words ending in the /g/ sound.
spelt 'que'
antique
unique
fatigue
catalogue
tongue
tongue
vague
mosque
cheque

Plus: ABC spelling List E to practise for next week (if they've passed list A, B, C and D).

Week 5/ Lesson 2

LO: Teach: words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt 'que' (French in origin)

fatigue

What do you notice about the /g/ sound?

catalogue

Week 5/ Lesson 2

Divide the polysyllabic words into syllables and draw a box for each syllable on the board.

fatigue

catalogue

Syllabify the words and write each syllable in the boxes.

Which syllables are tricky? How will you remember these?

Week 5/ Lesson 2

Now do the same with:

antique

unique.

Divide the polysyllabic words into syllables and draw a box for each syllable on the board. Syllabify the words and write each syllable in the boxes.

Which syllables are tricky? How will you remember these?

'Quickwrite' one word of each pattern for one minute.

fatigue

catalogue

Practise your spelling list for next week:

words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt 'que' antique

unique

fatigue

catalogue

tongue

vague mosque

cheque

Week 5/ Lesson 3

Practise your spelling list for next week and your ABC spelling list.

words ending in the /g/ sound spelt 'que' antique unique fatigue catalogue tongue vague mosque cheque cheque

Dictation:

Can you write the sentences correctly as your teacher reads them?

The antique shop had a unique catalogue.

I felt fatigue at the mosque.

My tongue had a paper cut from the cheque.

Week 6/ Lesson 1

LO: Spelling test on previous week's words and ABC words.

(plus giving new words out)

There's no other list to give out this week than the ABC spelling List F to practise for next week (if they've passed list A, B, C, D and E).

Spelling Week 6/ Lesson 2

LO: apostrophe for contractions

Last half term we looked at apostrophe for posession; e.g.:

Tom's hat Thomas' pen

How to use apostrophes in contractions - BBC Bitesize

Week 6/ Lesson 2

Contractions

You can use apostrophes to show that you have omitted (left out) some letters when you are joining words together.

For example, you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.

Sometimes, however, you need to rearrange the letters a bit when you contract the words. For example: will + not = won't.

Using contractions like these makes your writing easier to read and more friendly.

Week 6/ Lesson 2

Contractions slides.ppt

Pupils to Quickwrite the contractions.

Ensure that the correct handwriting style is used.

Week 6/ Lesson 3

LO: apostrophe for contractions

(27) Contractions! - English Grammar Practice - Scratch Garden - YouTube

Children to play contractions matching pairs (children can cut the cards up and play the game or match them and write the pairs in the spelling jotters).

can not	will not	do not	are not	can't	won't	don't	aren't
have not	could not	should not	did not	haven't	couldn't	shouldn't	didn't
you will	you are	you have	you had	you'll	you're	you've	you'd
what have	what will	who is	who will	what've	what'll	who's	who'll
we had	we are	we have	she had	we'd	we're	we've	she'd
they will	they had	they are	they have	they'll	they'd	they're	they've

- Find as many contractions as you can in your reading book or a magazine/ newspaper



Year 3-4 Spelling Progression statutary list ABC.docx

3.12.docx

3.13.docx

Words to go home Week 2 prefixes mis and re.docx

Words to go home Week 3 the i sound spelt y.docx

3.14.docx

Dictation week 3.docx

Correct-the-spelling--grammar-and-punctuation-week4 lesson 3.docx

Words to go home Week 5 g and k sound.docx

Dictation week 5.docx

Contractions slides.ppt

Week 6 lesson 3 contractions matching pairs game.docx