

Dear Parents,

Throughout the school year we will be teaching your child spellings which will include; understanding the meaning of root words, spelling patterns and adding suffixes/prefixes to words. We will begin by revising previously taught patterns to ensure that they have been fully embedded before moving onto those specific to their year group..

In class, spellings will be taught using a variety of methods and a list of words will be sent home each week for your child to learn. They will be tested on these words the following week.

Below are some examples of how you can help your child learn their spellings at home.

Rainbow writing

- The link between the brain and the writing hand is the key, therefore when learning spellings children should write them out.
- They should say the word before writing it.
- They should use joined up handwriting.
- As they write each letter they should say its name.
- After they've written it out, they should repeat the word.
- This process should be repeated twice more using a different colour each time and tracing over the letters
- In this way a striking visual image ('rainbow writing') is created. This enhances the visual impact of the word on the child's memory – a stronger imprint.



Segmenting.



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- Talk to your child about segmenting words rather than looking at individual letters
Wed-nes-day rather than w-e-d-n-e-s-d-a-y; dis-gust-ing rather than d-i-s-g-u-s-t-i-n-g.
- Encourage your child to 'get a feeling for the word in their mouth'. Speak the word out loud.
- Repeating words out loud is very important.

Mnemonics

This is a fun way to help your child remember more complicated spellings. A mnemonic is a memory aid and can be rhymes or silly sentences that stick in a child's memory. To create a mnemonic, use the letters from the word you want to learn and make up a sentence. Often the sillier the sentence the more memorable for the child!

Laugh

Lions
Always
Use
Green
Horns

Extending your child.

If you feel that your child already knows the spellings that are being sent home (please check by testing them before moving on!) encourage them to begin learning the words from the list attached. We will not test on these words, but they are words that children are expected to know how to spell by the end of year 4 and so will be picked up in children's writing.



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Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	