

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.



Federation of Angel Road Schools
& North City Children's Centre
Angel Road
Norwich
NR3 3HR
Infant: 01603 427113
Junior: 01603 425494

office@angelroadinfant.norfolk.sch.uk
office@angelroadjunior.norfolk.sch.uk
www.angelroadinfant.co.uk
www.angelroadjunior.norfolk.sch.uk

- 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
Hammers

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 6 and so will be picked up in children's writing.

Word list – years 5 and 6

| | | |
|--------------------------|---------------------|---------------|
| accommodate | embarrass | persuade |
| accompany | environment | physical |
| according | equip (–ped, –ment) | prejudice |
| achieve | especially | privilege |
| aggressive | exaggerate | profession |
| amateur | excellent | programme |
| ancient | existence | pronunciation |
| apparent | explanation | queue |
| appreciate | familiar | recognise |
| attached | foreign | recommend |
| available | forty | relevant |
| average | frequently | restaurant |
| awkward | government | rhyme |
| bargain | guarantee | rhythm |
| bruise | harass | sacrifice |
| category | hindrance | secretary |
| cemetery | identity | shoulder |
| committee | immediate(ly) | signature |
| communicate | individual | sincere(ly) |
| community | interfere | soldier |
| competition | interrupt | stomach |
| conscience* | language | sufficient |
| conscious* | leisure | suggest |
| controversy | lightning | symbol |
| convenience | marvellous | system |
| correspond | mischievous | temperature |
| criticise (critic + ise) | muscle | thorough |
| curiosity | necessary | twelfth |
| definite | neighbour | variety |
| desperate | nuisance | vegetable |
| determined | occupy | vehicle |
| develop | occur | yacht |
| dictionary | opportunity | |
| disastrous | parliament | |