

Name:  
Test Date: 18.09.20



This week we have been learning about **/shun/ endings**.  
Here is a word with the spelling focus, for you to explore!

<p>How many PHONEMES does the word have? Chunk the word by its phonemes (sounds).</p> <p>How many SYLLABLES does the word have? Chunk the word into its syllables.</p>	<p>Can you think of any opposite meaning words (antonyms)?</p>	<p>Can you write your own definition (meaning) of the word?</p>
<p>Can you think of words that RHYME with the word?</p>	<h1>sufficient</h1>	<p>Does the word have more than one meaning? If yes, can you explain the other meaning(s)?</p>
<p>Can you think of any similar meaning words (synonyms)?</p>		<p>Can you write the word into a sentence? If the word has more than one meaning, can you write a sentence that uses the word several times, to show the different meanings?</p>

Name:  
Test Date: 25.09.20



This week we have been developing our own personal spelling lists.  
 Here is my list, with some ideas about how to practise spelling these words

1
2
3
4
5
6
7
8
9
10

<p><b><u>Pyramid words</u></b></p> <p>b br bru brui bru<u>is</u> bruise</p>	<p><b><u>Syllabic chunking</u></b></p> <p>suff – i – cent            in – div – id – u – al</p> <p>Highlight or circle the syllable(s) which is/are the trickiest!</p>	<p><b><u>Speed Writing</u></b></p> <p>How many times, in one minute, can you CORRECTLY write out the word?</p> <p>Once you have a score</p>
<p><b><u>The Shape of Words</u></b></p> <p>Some words have lots of ascenders and descenders (and some of these are silent!) so knowing the SHAPE of a word can be really helpful.</p> <p>Draw boxes around each letter, clearly showing ascenders and descenders. Then draw the shape of the word with no letters!</p>	<p><b><u>Look Say Cover Spell Check</u></b></p> <p>As the name suggests!</p> <p>Really look carefully at the word, identify the tricky graphemes or syllables, the COVER it up, SPELL it and CHECK it.</p> <p>If you are wrong, highlight or circle the part of the word that you went wrong on, and then repeat the process.</p>	<p><b><u>Mnemonics</u></b></p> <p>Can you create a memorable rhyme or sentence using each of the letters in the word?</p> <p>A mnemonic that everyone knows is for BECAUSE:</p> <p>Big Elephant Can Always Understand Small Elephants</p>

Name:  
Due Date: 02.10.20

This week we have been learning about  
Here is a list of words which have the focus phoneme/grapheme/  
pattern/rule.

Can you match each word with the correct definition?

<i>mountainous</i>	<i>enormous</i>
<i>vigorous</i>	<i>humorous</i>
<i>tremendous</i>	<i>curious</i>
<i>courageous</i>	<i>hideous</i>
<i>serious</i>	<i>poisonous</i>
<i>jealous</i>	<i>outrageous</i>



Something which is shocking is said to be _____ .	
The doctor informed us that it was a very _____ illness .	
I was _____ of my brother's toy.	
The athlete covered a _____ distance.	
The troll's face was _____.	
Mrs Nott's jokes are always very _____.	
The climber was _____ as she tackled the vertical ascent.	
The Alps are a _____ region.	
The BFG is an _____ giant.	
I sweated after I had completed some _____ exercise.	

**Dive Deeper:**

Can you think of some words of your own that have the focus phoneme/grapheme/pattern/rule, and for each word, can you write your own definition? You can then read your definitions to the class, to see two things: can they work out the word that you have defined, AND, then can they spell it?

Name:  
Test Date: 09.10.20



This week our spelling focus is on **/shus/ endings**.

The challenge this week is **SHOW** just how much you **NOW** know by correcting errors made, and then fully **EXPLAINING** why you are correct. And, to make your explanations even more convincing, you are to give examples words to back up your explanation! The first one has been done for you, to give you an idea of how to explain in full, with examples:

curajus	<i>The correct spelling is 'courageous' because the ending is 'ous' and it comes from the root word 'courage'. When we add the suffix 'ous' I know we often keep the final 'e' in a word.</i>
ambishus	
poysunous	
jellous	
ennormouse	

Name:  
Test Date: 16.10.20



This week our spelling focus is on -ough spellings.

Here is a list of words which all have the focus grapheme/pattern/rule/pattern that we are learning about. The game is called 'Guess Who!'. The idea is for one player to secretly choose one word, then for the other to ascertain which word they have chosen by asking questions.

If the question asker can ask 'good' questions and find the word in FIVE questions or less, they get a point, if it takes more than five questions, the chooser gets a point! So, what makes a question, a 'good' question? We have developed TWO types of question:

<i>Spelling Questions</i>	<i>Meaning Questions</i>
For example:  Does your word begin/end in a vowel? Does it have a double consonant? Does it have a digraph/split digraph/trigraph/quadgraph? Does it have an ascender/descender?	For example:  Is it something you can do/see/have/be? Does your word mean the same as (a synonym of)....? Is your word the opposite of (an antonym of) ...? Is your word a verb/noun/adjective?

Here is your word list - now you can begin to play 'Guess Who' (TIP: as questions get asked and words get eliminated, you could cover words up with objects - or cut the words out and then just push them to the side!)

If you can't find anyone to play with, you could write 10 questions you might ask on the back of your sheet instead.

<i>though</i>	<i>cough</i>
<i>plough</i>	<i>tough</i>
<i>bought</i>	<i>bough</i>
<i>thought</i>	<i>hiccough</i>
<i>thorough</i>	<i>fought</i>
<i>trough</i>	<i>drought</i>

Name:  
Test Date: 23.10.20



WETHERIDGE  
C OF E ACADEMY

This week our spelling focus is on **-ough spellings**.

We have learnt that there are several sounds which use our focus spelling pattern. Your task this week is to be on a 'word hunt' all week, looking out for words that use the **ough** letter string. So, as you read your reading book, keep a look out; as you travel to school, keep a look out; as you look through magazines or newspapers keep a look out! Basically, look for words with these graphemes **WHEREVER** you can! Make a note of the word, where you found it and what it means in that context.

<i>Word</i>	<i>Where I found it</i>	<i>What I think it means in this context</i>

Name:  
Test Date:



This week we have been learning about  
Here is a list of our focus words:


### Quiz Time!

Find and copy all words that have TWO syllables:	Find a word which is a synonym of grieving
Find a word which is an antonym of evening	Find a word that rhymes with revise
Find and copy all words that CAN have a PREFIX added to them - and ADD the prefix that you think is correct!	Find and copy all words that CAN have a SUFFIX added to them - and ADD the suffix that you think is correct!
Choose ONE of the words, and use it as a root word to create an entire word FAMILY, adding prefixes and suffixes, but also consider hyphens and compound words!	