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| **Week 1****Test on** **06.06.25** | **Week 2****Test on 13.06.25** | **Week 3****Test on 20.06.25** | **Week 4****Test on: 26.06.25** | **Week 5****Test on: 04.07.25** | **Week 6****Test on: 11.07.25** | **Week 7****Test on:18.07.25** |
| ***To spell words where the digraph ‘sc’ makes a /s/ sound*** | ***To spell words that are homophones*** | ***To spell words with irregular spelling patterns*** | ***To spell words ending in ‘-sion’*** | ***To spell words with irregular spelling patterns*** | ***To spell Year 3 words (revision)*** | ***To spell Year 3 words (revision)*** |
| sciencescenedisciplinefascinatecrescentscissorsascendscentedscenerydescend | ballbawlberryburybreakbrakefairfaremailmale | accidentallybreathecenturyconsidereightguardheardpeculiarpossiblequarter | divisioninvasionconfusiondecisioncollisiontelevisionerosionvisionfusionrevision | specialstrangedifficultimportantlengthperhapspositionpressure purposequestion | pleasureislanddislocatedisadvantagedecidesurveyexactlybravelyordinarypromise | scentedgrotesquedailyfreighthourlymissedsupposeplaquedescendautomatically |

**Practicing Spelling at Home**

Little and often is the best approach, just a couple of minutes a day can make a huge difference. Focus on the words you find trickiest, you could list them from easiest to hardest and focus on the hardest spellings. If you can spell a word very easily, chose a trickier word to practice. See some examples of how to practise on the back of this sheet.

And remember. Mistakes help your brain grow!

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| **Order and test yourself** | **Multi-sensory sand or salt tray** | **Water painting** |
| Order the words from easiest to hardest, then ask a helper to read out the words for you to practise.  |  Write the words using your finger or a stick in a tray of sand or salt. A coloured tray or dish makes it easier to see. | Or use a paintbrush and water and ‘paint’ the word on an outdoor wall or pavement. |
| **Timer challenge** | **Pattern spotting** | **Sound buttons** |
|  Set a timer for 2 minutes, ask a helper to shout out the words and see how many you can spell correctly in the given time. | OfficialUnderline or highlight the pattern we are learning, then apply this to new words with the same pattern.Practice the pattern, if you can spell this correctly you should be able to spell the words fairly easily. |  Use your phonics knowledge to identify the sounds in each word.Use a dot if 1 letter makes one sound.Use a dash if a sound is made up of 2 or more letters.If there is a split digraph (where another letter is in the middle) we use .If a letter is silent circle itThen count the number of sounds in the word |