

Vikings' Spellings for Autumn *term 1*



Go for Gold! Each of you will be set a spelling target to achieve each week – however, you are welcome to try to beat your target. Everyone should learn all the **Bronze** words each week. Some of you will also be expected to learn the **Silver** and the **Gold** words too. Have a go at learning the words every night for a few minutes. **Every Friday we will check your progress. REMEMBER: Use a spelling strategy that works for you!**

Week beg: 12/09/22	19/09/22	26/09/22	3/10/22	10/10/22	17/10/22
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
LO: I can revise and know the Y2 trickier common exception words.	LO: I can revise and know the Y2 homophones.	LO: I can understand that a grapheme can represent more than one phoneme.	LO: I can understand that a grapheme can represent more than one phoneme ear, ea.	LO: I understand that adding suffixes 'ing' and 'ed' to verbs changes the tense.	LO: I can spell regular verb endings 's', 'ed' and 'ing'.
kind everyone after told went	there their they're blue blew	group famous though although thought	hear heat heard heart earth	look looked like liked take	cry cries crying cried increase
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
kind everyone after told went people water	there their they're blue blew where wear	group famous though although thought enough various	hear heat heard heart earth early learn	look looked like liked take taking plan	cry cries crying cried increase increasing increasing
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
kind everyone after told went people water because friend beautiful	there their they're blue blew where wear hear here knight	group famous though although thought enough various enough should would	hear heat heard heart earth early learn breath breathe appear	look looked like liked take taking plan planned planning arrived	cry cries crying cried increase increasing increasing multiplied multiplies multiplying

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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.

Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

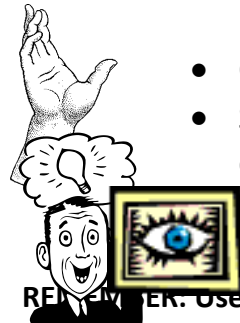
Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger – can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.



REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!