

Providing additional spelling practice:

Spelling Spring 1: Units 1–3

Repeated practice of spelling helps children move their new learning into their long-term memory. Use the weekly spelling sheets below to support this additional practice. Keep the sessions short and fun! You may wish to refer to the spelling routines outlined in the core programme 'How to' video and prompt card 'Practise and apply: Spelling'.

What to do

- Give each child a copy of the sheet for the relevant week.

Spelling words

- Ask the children to:
 - Read the words.
 - Add the sound buttons (dots and dashes).
 - Write the words in their spelling books.
- Do a spelling quiz as a whole class or in pairs. Remind the children to sound out and segment each word before they spell it.

Prickly spellings

- Ask the children to:
 - Read the words.
 - Circle the tricky bits.
 - Write two prickly spellings that they need to practise in the blank boxes. (Or you can add these for them in advance.)
 - Write the words in their spelling books.
- Do a spelling quiz as a whole class or in pairs. Remind the children to sound out and segment each word before they spell it, thinking carefully about the prickly bit.

Dictations

- Challenge the children to write short, dictated sentences.
- Remember, the purpose of these dictations is to practise accurate spelling, not punctuation.
- Use the dictation routine as outlined in the core programme 'How to' video and prompt card 'Practise and apply: Write the sentence'.
- Make sure that you model and check the correct spelling of the sentence.

Additional homophone practice

- Remind the children of the homophones they have learned in the unit.
- Challenge the children to write each sentence, choosing the correct homophone to fill the gap.
- Make sure that you model and check the correct spelling of the sentence.

Spelling Unit 1 week 1

Spelling words

gnome	knight	wriggle	knee
design	wrap	knock	write

Prickly spellings

once	two
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Spelling Unit 1 week 2

Spelling words

knitter	wrapped	gnashing	knowing
gnawed	knitting	wrapper	knocker

Prickly spellings

once	two
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Spelling Unit 2 week 3

Spelling words

hoping	later	liked	scaring
dancing	scared	driver	dancer

Prickly spellings

any	many

Spelling Unit 2 week 4

Spelling words

latest	noisy	bravest	scary
shiny	nicest	safest	icy

Prickly spellings

any	many

Spelling Unit 3 week 5

Spelling words

verge	badge	large	giant
whinge	dodge	fudge	range

Prickly spellings

once	two	any	many
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Dictation

For further spelling practice, dictate these sentences.

Spelling Unit 1 week 1

I helped Mum / wrap two presents.

Knock once / and open the door.

Write your name / on the sign.

The shark will / gnash its teeth.

Spelling Unit 1 week 2

A knight once sat / a gnat / on his knee.

It is wrong / for two gnats / to wriggle.

That dog is gnawing / the wrong bone.

The wrapper has / a bright design.

Spelling Unit 2 week 3

Adnan liked / the white shirt best.

We are dancing / in the play later.

Eve liked / being in the show.

The bus driver hoped / there was no traffic.

Spelling Unit 2 week 4

The baker made / the nicest cake ever.

Many children liked / the shiny new swing.

I have / the safest bike helmet.

My new kitten / is very noisy.

Spelling Unit 3 week 5

Charge to the / magic bridge at once.

There are two giants / in the village.

I keep my fudge / in the fridge.

The giant / must not whinge.

Additional homophone practice

Ask the children to choose the correct homophone to fill each gap.

Spelling Unit 1

Homophones: knight/night

The _____ had a shiny helmet.

An owl hooted in the _____.

My cat prowls in the street at _____.

The _____ lived in a castle.

Spelling Unit 2

Homophones: one/won

I eat _____ banana every day.

My sister _____ the hopping race.

It is lunchtime at _____ o'clock.

The red team _____ the match.

Spelling Unit 3

Homophones: where/wear

_____ is the nearest bus stop?

My nan likes to _____ her yellow hat.

I don't know _____ your sock is.

You must _____ wellies to jump in puddles.