



Spellings of the Week

w/c 1st November fork cord torn fort torch short <i>his</i> <i>has</i> <i>was</i>	w/c 8th November fur burn curl burst surf turf <i>he</i> <i>she</i> <i>said</i>	w/c 15th November <i>one</i> two three four five six seven eight nine ten
w/c 22nd November chair pair lair hear near fear <i>me</i> <i>be</i> <i>we</i>	w/c 29th November boat coat goat sort torn fork <i>her</i> <i>all</i> <i>they</i>	w/c 6th December Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Dear Parents,

Each week Squirrel Class will be looking at specific 'Spellings of the Week' during our working day. This will link in with our phonic work and this half term we will be looking at spelling words with sounds we will have covered in phonics and 'tricky' words we just need to know. Each half term we will issue parents with the half term spelling list for you to support your child at home. We do not expect all children to be spelling all of these words correctly by the end of term, but in line with the National Curriculum, there is a raised expectation of accuracy in spelling with children beginning to use taught patterns in their independent work. Any help you are able to give your child to practice these words at home will support them with their writing this year. A 'look, say, cover, write' approach is an effective strategy for them to use (see recent email with example sheet on). It is often more helpful for the children to revisit and practice previously taught spellings at home to ensure they are embedding the words, as often these can be forgotten after a period of time and this is noticeable in their independent writing when we assess. There will be no formal testing of these spellings on a weekly basis, but we will have a fun 'challenge' each week to see how we have done. The lists are also not exhaustive so if your child finds another word using one of the patterns, great!

We thank you in advance for any help you may be able to give your child at home.

Kind regards,

Mrs Mathews & Mrs Leggatt