**NLC Literacy & English Learning at Home**

**1st Level: Writing – Tools for Writing (Spelling)**

**Stage 4 Common & Tricky Words**

**Week 3**

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| **Knowledge & Use of Phonics**  These are phonetically regular words: you can sound them out. Practise writing these words and breaking them up into their sounds by using either Elkonin Boxes or Diacritical Marking.  After you have done this, ask someone to read you these words so that you can write them down without being able to see them. Take care to use your knowledge of phonics to ensure they are spelled correctly. | Day 1 |
| Winter  Summer  Difficult |

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| **Word within a word**  All of these have a word within the word. Remember what that word is for each of these, then write a sentence for each word or put them all into a paragraph of your own writing. Ask someone to read your work back to you later so that you can write it down without being able to see. As you write them down, use the word within the word to help you correctly spell these target words. | Day 2 |
| Million  Cloudy  Eleven |

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| **Analogy**  A simple way of remembering how to spell certain words is by using an analogy (a comparsion to other words with a similar spelling). e.g. light, bright, sight… all have ‘**ight**’ in them. Each word in this list, has the ‘e’ at the end, even though it sounds like it comes before the last consonant. This often leads to spelling errors like ‘littel’ instead of ‘little’. Remember this similar spelling for these words then write a sentence for each word or put them all into a paragraph of your own writing. Ask someone to read your work back to you later so that you can write it down without being able to see. As you write them down, use analogy to help you correctly spell these target words. | Day 3 |
| Centre  Rectangle  Little |

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| **Spelling Rules**  With many one syllable words, we double the last consonant before adding an ending that starts with a vowel (‘ing’ or ‘ed’). e.g. drop > dropping or dropped.  Try to think of examples of when this rule works and when it doesn’t apply. Write down the examples that work in a table with the main word and then what they change to with an ‘ing’ or an ‘ed’ ending. Tap > Tapping > Tapped… | Day 4 |
| Running  Swimming  Stopped |

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| **Choose your own strategy**  Use whichever spelling strategy or rule you like to help remember the spellings of these words. Remember your strategies, then ask someone to read the list so that you can write them down without being able to see them. As you write them down, you will rely on a well-chosen strategy to correctly spell these target words. | Day 5 |
| Triangle  Before  Circle |