**NLC Literacy & English Learning at Home**

**2nd Level: Writing – Tools for Writing (Spelling)**

**Week 4**

|  |  |
| --- | --- |
| **Confusions and Homophones**  The words in this list are often the cause of mix ups. Check that you know the correct use (Google it if need be) and then demonstrate this by using them all correctly in either your own sentences, sentences dictated to you by someone at home or in a paragraph of your own writing on any subject. | Day 1 |
| Threw  Through  Buy  By  Bye |

|  |  |
| --- | --- |
| **Mnemonics**  Some people find it useful to use a mnemonic (which is a device for assisting our memories). For example, the word ‘enough’ can prove a bit tricky for some people so they remember a phrase – **E**very **N**aughty **O**ld **U**nlucky **G**host **H**aunts – where each of the first letters begins with the letters of the word. Make up your own for these words. Once you know your mnemonics, practise writing these target words then check they are spelled correctly. | Day 2 |
| February  Tomorrow  Soldier |

|  |  |
| --- | --- |
| **Analogy**  A simple way of remembering how to spell certain words is by suing an analogy (a comparsion to other words with a similar spelling). e.g. light, bright, tight, sight… all have ‘**ight**’ in them. | Day 3 |
| Reac**tion**  Fr**eight**  Outrage**ous** |

|  |  |
| --- | --- |
| **Choose your own strategy**  Use whichever spelling strategy you like (others not used here include analogy, mnemonic and spelling rules) 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 4 |
| Daughter  Answer  Fierce  Inference  Ceiling |