

# Summer Term Spelling

## Jolly Grammar 4

This term provides an opportunity for pupils to consolidate the spelling rules taught this session. Please find below a list of all the spelling rules taught this session and a range of suggested activities. These activities represent a next step in learning as they do not use lists of words but ask the children to apply their understanding of spelling by finding words which contain the rules.

**Chose a Spelling rule** → **create a list of words** → **practise with some of the following activities**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>&lt;ch&gt;, &lt;sh&gt;, &lt;th&gt;</b><br>e.g. thorny, archway | <b>Homophones</b><br>- same pronunciation,<br>different meaning.<br>e.g. waste, waist | <b>&lt;nch&gt;</b><br>e.g. stench, crunchy                          | <b>&lt;se&gt; for the /s/<br/>sound</b><br>e.g. dense, promise            | <b>&lt;ve&gt; for the /v/<br/>sound</b><br>e.g. starve, conserve          | <b>irregular plurals<br/>&lt;ves&gt;</b><br>e.g. leaves, halves |
| <b>Schwa &lt;a&gt;</b><br>e.g. pasta, embarrass                   | <b>Schwa &lt;o&gt;</b><br>e.g. second,<br>method                                      | <b>Schwa &lt;u&gt;</b><br>e.g. medium, volunteer                    | <b>Schwa &lt;ar&gt;</b><br>e.g. coward, forward                           | <b>Schwa &lt;or&gt;</b><br>e.g. comfort, stubborn                         | <b>Schwa &lt;er&gt;</b><br>e.g. average, interrupt              |
| <b>&lt;or&gt; for the /er/<br/>sound</b><br>e.g. workable, worthy | <b>&lt;ear&gt; for the /er/<br/>sound</b><br>e.g. search, earnest                     | <b>&lt;u&gt; for the long /oo/<br/>sound</b><br>e.g. truly, crucial | <b>&lt;gh&gt;, &lt;ough&gt;,<br/>&lt;augh&gt;</b><br>e.g. thought, aghast | <b>&lt;ive&gt; for the /iv/<br/>sound</b><br>e.g. expensive,<br>adjective | <b>Homophone mix-up</b><br>e.g. where, wear, were               |
| <b>&lt;st&gt; for the /s/ sound</b><br>e.g. bristles, gristle     | <b>Silent Letters</b><br>e.g. plumbing, fascinate                                     | <b>&lt;ically&gt;</b><br>e.g. basically,<br>traumatically           | <b>Schwa &lt;al&gt;</b><br>e.g. several, abysmal                          | <b>Schwa &lt;el&gt;</b><br>e.g. tunnel, morsel                            | <b>Schwa &lt;il&gt;</b><br>e.g. nostril, utensil                |

### The Schwa

#### What is it?

- It's the *most common* vowel sound.
- *Any vowel* can make a schwa sound.
- It sounds like /u/ but weaker.
- It's a *lazy sound* (you hardly open your mouth).
- It's found in the *unaccented* syllable.

ba-<sup>a</sup>con    cam-<sup>a</sup>-el    hus-<sup>a</sup>-band  
"bacun"    "camul"    "husbund"

#### Story

Write a short story, poem or song using as many of your spelling words as possible. It can nonsense. Draw a picture of the best part of your story.

**e.g. The bleary-eyed sheep was sleeping under a beanstalk in the street and dreaming of sitting on the beach drinking coffee from a teapot...**

#### 'Ransom' Words

Make a list of spelling words using your chosen rule, cut letters out of a newspaper or magazine to make the words and stick them onto paper.

**CORONAVIRUS**

#### Word Search

Look for words with your chosen spelling sound in a book, magazine or comic. Write them down. How many can you find?



#### Word Search

Create a list of words with chosen spelling rule and create your own word search. Remember and try to include diagonal words.

#### Leaves/twigs

Make letters with leaves/twigs and use to make your spelling words



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