Spelling Focus

Date: 09.11.26

In our Spelling lessons this week, we have been exploring how to add the –ly suffix to root words.

On most occasions, the –ly suffix can just be added straight on to a root word (quickly, sadly). Exceptions:

1) If the root word ends in –y with a consonant letter before it, the y is changed to i. This is only if the root word has more than one syllable. (happily, angrily)
2) If the root word ends with –le, the –le is changed to –ly. (gently, simply, humbly, nobly)
3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. (basically, frantically, dramatically)
4) The words truly, duly and wholly

Adding the –ly suffix

Please help your child to practise spelling the following words. The children will be tested on them on **Thursday 12th November.**

happily	**basically**
angrily	**frantically**
gently	**dramatically**
simply	**quickly**
nobly	**sadly**

Please encourage your child to think of other words with this spelling pattern and their meaning.

Spelling Focus

Date: 16.11.26

In our Spelling lessons this week, we have been exploring homophones. Homophones are words that sound the same, but have different meanings and are spelt differently.

Homophones 1

Please help your child to practise spelling the following words. The children will be tested on them on **Thursday 20th November.**

brake	**break**
grate	**great**
groan	**grown**
here	**hear**
meat	**meet**

Please encourage your child to think of other words with this spelling pattern and their meaning.

Spelling Focus

Date: 23.11.26

In our Spelling lessons this week, we have been continuing to explore homophones. Homophones are words that sound the same, but have different meanings and are spelt differently.

Homophones 2

Please help your child to practise spelling the following words. The children will be tested on them on **Thursday 26th November.**

peace		**piece**
scene		**seen**
weather		**whether**
whose		**who's**
there	**their**	**they're**

Please encourage your child to think of other words with this spelling pattern and their meaning.

Spelling Focus

Date: 30.11.26

In our Spelling lessons this week, we have been exploring how apostrophes can be used to shorten words. We call these contraction apostrophes. It is really important where you place them. We learnt that the pronoun 'I' must always be a capital letter too.

Contraction apostrophes

Please help your child to practise spelling the following words. The children will be tested on them on **Thursday 3rd December.**

cannot > can't	**I will > I'll**
it is > it's	**she is > she's**
did not > didn't	**do not > don't**
has not > hasn't	**you will > you'll**
could not > couldn't	**I would > I'd**

Please encourage your child to think of other words with this spelling pattern and their meaning.

Spelling Focus

Date: 7.12.26

In our Spelling lessons this week, we have been exploring how apostrophes can be used to show possession. We call these possessive apostrophes. It is really important where you place them.

If a noun ends with an s, just an apostrophe is needed after the s.

Possessive apostrophes

Please help your child to practise spelling the following words. The children will be tested on them on **Thursday 10th December.**

The girl's (singular)	**The girls' (plural)**
The child's	**The boss'**
The children's	**Ms Gould's**
The man's	**Mrs Evans'**
Megan's	**James'**

Please encourage your child to think of other words with this spelling pattern and their meaning.

Spelling Focus

Date: 14.12.26

In our Spelling lessons this week, we will be revisiting the 'trickier' words from this term's spellings as well as the spelling the first 200 words.

Please help your child to practise. The children will be tested on them on **Thursday 17th December.**