



Class 7 Spellings for TERM 5

Please help your child to learn these words. Try out some of the strategies on this sheet

Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes.

Every Friday we will check your progress.

Please note that there will be no spellings set or tested for Class 7 on Friday 1st May due to Swimming.

REMEMBER: Use a range of different strategies for learning the spelling rule!

Test: 17.04.26	Test: 24.04.26	Test: 08.05.26	Test: 15.05.26	Test: 22.05.26
<u>Spelling Rule:</u> Adding the suffix –ly Words which do not follow the rules.	<u>Spelling Rule:</u> Words ending in ‘-er’ when the root word ends in (t)ch.	<u>Spelling Rule:</u> Words with the /k/ sound spelled ‘ch.’	<u>Spelling Rule:</u> Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’	<u>Spelling Rule:</u> Words with the /s/ sound spelled ‘sc’.
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
shyly	teacher	school	vague	scene
daily	richer	echo	plague	science
slyly	watcher	ache	mosque	ascend
fully	catcher	chaos	plaque	scent
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
truly	scratcher	character	tongue	descend
coily	pitcher	stomach	opaque	scenery
happily	stretcher	scheme	unique	scientist
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
wholly	butcher	monarch	dialogue	fascinate
duly	preacher	chorus	fatigue	scissors
publicly	dispatcher	anchor	picturesque	discipline

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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger – can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

REMEMBER: Use a range of different strategies for learning the spelling rule!