



## Class 8 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 8 on Friday 24<sup>th</sup> April due to Swimming.

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

<b>Test: 17.04.26</b>	<b>Test: 01.05.26</b>	<b>Test: 08.05.26</b>	<b>Test: 15.05.26</b>	<b>Test: 22.05.26</b>
<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’.
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
shyly	teacher	school	vague	scene
slyly	richer	echo	plague	science
daily	watcher	ache	mosque	ascend
fully	catcher	chaos	plaque	scent
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
truly	scratcher	character	tongue	descend
coily	pitcher	stomach	opaque	scenery
happily	stretcher	scheme	unique	scientist
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
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!**