

KS2/3 Spelling List

'Work on your spelling' is a common target for students in year seven and eight. Here are some words that you can spend time on at home, using the spelling strategies or as part of a family quiz!



accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary

disastrous
embarrass
environment
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
frequently
government
guarantee
harass
hindrance
identity
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Mnemonics

Here are some brilliant examples of mnemonics and word play to help remember key spellings. Repetition is key for this kind of memory tool; recite them often or make posters to act as auditory and visual prompts for your child.

BELIEVE - NEVER BELIEVE A LIE

PIECE - PIECE OF PIE

HEAR - HEAR WITH YOUR EAR

RHYTHM - RHYTHM HAS YOUR TWO HIPS MOVING

EMBARRASS - I GO REALLY RED WHEN MY SISTER SINGS

NECESSARY - ONE COLLAR TWO SLEEVES

ENVIRONMENT - A NEW ENVIRONMENT WILL IRON IT OUT

QUIET - PLEASE KEEP QUIET ABOUT YOUR DIET

EXAGGERATION - THAT WAS A GOLDEN GOAL

FAMILIAR - THAT LIAR LOOKS FAMILIAR

IMMEDIATELY - I ATE IMMEDIATELY

LONELINESS - ELI WAS FULL OF LONELINESS

RECEIVE - IT'S BETTER TO GIVE THAN TO RECEIVE

SPECIAL - I WANT TO BE A CIA SPECIAL AGENT

SEPARATE - SEPARATE A RAT WITH CAUTION



Six reading strategies

1 Predict

What do you think will happen in the text, or what do you think this text is about?

Non-fiction – Look at the title, pictures, and key words (e.g. newspaper articles.)

Fiction – Use the cover, title, chapter names, illustrations (e.g. novels, poems.)

2 Visualise

Imagine, draw, or map out images of the characters, settings, and events in the text.

Non-fiction – Draw a sequence of events in a comic strip. Map out the different groups of people involved and their relationship to one another.

Fiction – Draw pictures of the characters surrounded by words to describe their personality, motivations and actions.

3 Summarise

Work out the writer's purpose; find and sum up the important details; sum up the main idea or the themes of the text.

Non-fiction – Make a mind map to explore the who, what, when, where and why of the text. Summarise an article in less than twenty words.

Fiction – Summarise a chapter in less than twenty words. Sum up the themes as a mnemonic.

4 Connect

Find ways to relate this text to yourself, your experiences, your knowledge, other texts you have read, and the world around you.

Create a spider diagram of the key ideas in the text, and extend each leg with a connection to your own life, knowledge, or another text you have read.

5 Infer

Use clues in the text and your own knowledge to draw conclusions and fill in the gaps.

Non-fiction – Write a speech by one of the people in the text expressing their feelings on the topic.

Fiction – Write the plot outline of the next chapter, or a sequel. Write a diary entry for a character. Write a letter from one character to another.

6 Evaluate

Think about the text as a whole and form opinions on what you have read.

Non-fiction – Write a letter to the author of the text expressing your feelings on the subject or their attitude towards it.

Fiction – Write a review expressing your feelings about the novel, play, or poem.

Six spelling strategies

1 Repetition

**LOOK, SAY, WRITE, COVER
SAY, WRITE, CHECK**

We all remember this method from school. It works by repeating the same process in the brain using both visual and audible prompts. *Focus on two or three words a week – don't move on until you have perfected them.*

2 Components

**JUMP – JUMPING – JUMPERS –
JUMPED**

Spelling is all about understanding the different components or parts of a word. Once you know the base word e.g. JUMP or SHRIEK, it becomes possible to learn the standard word endings and 'add them on.' Many students forget the E in an ED ending because they have spent too long worrying about how to spell the base word. *Practise changing the endings to verbs (doing words) e.g. to hurry: hurrying, hurried, hurries / to vary: varies, varied*

3 Spelling ladder

**D – DE – DEC – DECI – DECIS – DECISI
– DECISIO – DECISION**

Spelling ladders work by breaking down the words letter by letter into a number of parts. This helps to visualize how the word is shaped and made up. *Use the sheet provided to help your child create spelling ladders for key subject words.*

4 Segment

BR – U – SH, DIS – AP – POINT

Break the word down into segments to enable you to spell each part of the whole.

Re – li – g – ion
Anti – ci – pate

Try this technique for subject key words, particularly in science and RE – both subjects in which key words are very important.

5 Highlight the hard parts

**SEPARATELY – DEFINITELY –
LONELINESS**

Most spelling mistakes are caused by the writer not being quite sure of one specific letter. Try writing the words out highlighting the 'problem letter' or 'problem area'.

*Try saying that difficult part in a different voice in your head. For example defini**l**tely or sep**A**rately.*

6 Mnemonics

**RHYTHM HAS YOUR TWO HIPS
MOVING**

Using mnemonics can often help with memories. We have provided some fun examples in this toolkit.

Try writing your own mnemonics to help your child remember key spellings.