



# Our spelling week

Monday-introducing new spellings

Tuesday – year 3/4 and Year 5/6 words

Wednesday – independent work

Thursday – paired work

Friday – spelling test

# Our spelling week



This week's spelling focus is: words ending with <gue> and <que>.

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# Remember the sequence



Say in a spelling voice



Snip into syllables

Say & tap each syllable

Draw syllable lines

Check – say & point in gaps



Sound out and spell

Say sounds & draw buttons

Say sounds & write spellings

Repeat for each syllable

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# Monday:

## Meeting our new words!

- vague
- league
- plague
- antique
- grotesque

❖ discotheque

- mosque
- plaque
- unique
- intrigue
- synagogue

❖ picturesque

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# Tuesday

## Y3/4 words

famous  
favourite

guard  
guide

heart & hart

height

imagine

island

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# SPAG



This week we are writing and rearranging complex sentences. We will use the subordinating conjunctions because, while, until and since.

Write a complex sentence using one of these subordinating conjunctions. Now share it with your partner.

Next, rewrite it to one of the other subordinating conjunctions which has the same meaning.

# Wednesday

## Independent work

Work a spelling at a time, say the word out loud, snip into syllables and draw your syllable lines.

Next, say sounds and draw buttons then write in the spellings. Repeat for each syllable.



# SPAG



Complex sentence:

Main clause + subordinating conjunction + subordinate clause

A rearranged complex sentence works like this:

Subordinating conjunction + subordinate clause + main clause

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# SPAG



I read the plaque to discover more information +  
because + it looked interesting.

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Because + it looked interesting I read the plaque to  
discover more information.

Write your own complex sentence then rearrange it.

# Thursday



## Paired work

Work with a partner to test each other on this week's spelling words.

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Write one complex sentence using one of the subordinating conjunctions from the English wall.

Next, rearrange it and rewrite it.

Compare your sentences with your partner and try again with a different subordinating conjunction.

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# Teacher's notes:

Monday: introduce word list, discuss meaning, use sheet 2 to split into syllables and sounds, work together word by word.

Tuesday: 3/4 words (see slide in PowerPoint for list).

Wednesday: independent work, sheet 3.

Thursday: paired work, sheet 10, pupils quiz each other.

Friday: spelling test.

**HOMEWORK:** sheet 8 (send home paper copy) and sheet 4 and 5 (VLE as Word document).