

Testing period: week commencing	<u>20th February</u>	<u>27th February</u>	<u>6th March</u>	<u>13th March</u>	<u>20th March</u>	<u>27th March</u>
Round 1: Key Words	guide heard heart guard	grammar group forward fruit	extreme famous favourite occasionally	centre century certain caught	consider circle complete busy	3 mystery spellings from each of the rules this term
Round 2: Spelling Rule	<u>Words with the /k/ sound spelt ch</u> scheme chorus school echo character	<u>Words with the /j/ sound spelt ch</u> chef chalet machine brochure parachute	<u>Suffixes: -gue and -que</u> league tongue argue antique unique	<u>Words with the /s/ sound spelt sc</u> science scene discipline fascinate crescent	<u>Words with the /ei/ sound spelt ei, eigh, or ey</u> vein weight neighbour they obey	
Round 3: Mystery Spellings Learn the rule. You will be tested on 5 more words which follow this week's rule.	These words are Greek in origin. How many more can you find?	These words are mostly French in origin. How many more can you find?	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	These words are Latin in origin. How many more can you find?	There are lots of ways to spell the 'ay' sound. In KS1, you looked at 'ay' (day), 'a-e' (plane), 'ai' (train), and 'a' (table). Now, we look at the final 3 spelling patterns: 'eigh', 'ei' and 'ey'. There is no rule; the best way to practise is to read and practise writing these words lots of times.	
Round 4: Homophones	grate/great	fair/fare	brake/break	berry/bury	ball/bawl	