**Owls Word Lists: Autumn Term 2**

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| **Mild** | | **Spicy** | | **Hot** |
| **Week 2:** Tricky Words 1 | | | | |
| **Everyone needs to learn these words:** | | | originally | |
| alternatively  contrary  subsequently | immediately consequently  conversely | | initially  similarly  henceforward | |
| **Week 3:** Unstressed Vowels | | | | |
| memorable  decimal  familiar  ceremony  individual | | literature  escalator  opportunity  medicine  abandoned | | astronomy  laboratory  development  abominable  category |
| **Week 4:** Unstressed Consonants | | | | |
| cupboard  shepherd  chestnut  sandwich  modern | | government  handsome  attempts  pattern  punctual | | handkerchief  recognise  moisten  exhilarate  particular |
| **Week 5:** Unstressed Endings: -ant, -ance, -ent, -ence | | | | |
| frequent  residence  expectant  dominant  radiant | | observance  dependence  innocent  assistance  elegant | | significance  arrogance  ignorant  correspondence  obedient |
| **Week 6:** Double or Single Consonants | | | | |
| imitate  identity  opponent  harass  attitude | | embarrassing  parallel  programme  disapprove  commitment | | unnecessary  apprehensive  apparatus  appalling  committee |
| **Week 7:** Tricky Words 2 | | | | |
| **Everyone needs to learn these words:** | | | | pyjamas |
| biscuit  yacht  spaghetti | | gateau  mosquito  banquet | | souvenir  amateur  silhouette |
| **Year 5 and 6 words** | | | | |
| definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee | | | | |
| **Topic Words** | | | | |
| allied, blitz, evacuate, evacuee, holocaust, Nazi, persecute, ration, shelter, | | | | |

**Guidance**;

Choose the set of words that best suits your child and the level of challenge they need. Throughout the term, you should help your child to practice writing these words so that they become familiar with them. The words, sounds and spelling patterns will also be practised in our spelling sessions and through regular short dictation activities.

Dictation will involve the children listening to a series of appropriate sentences and writing them down, using their spelling knowledge. They will be given plenty of time to complete the sentences and the focus of the task will be for the children to use the spelling rules and patterns learnt in a context.

Some words will be from the pattern rather than just the words on the list.