

carol

cram

wipers

wader

cooling

cycle

woolly

writing

chimed

citizen

while

welder

beetle

blast

treasure

tidier

brown

bicycle

thought

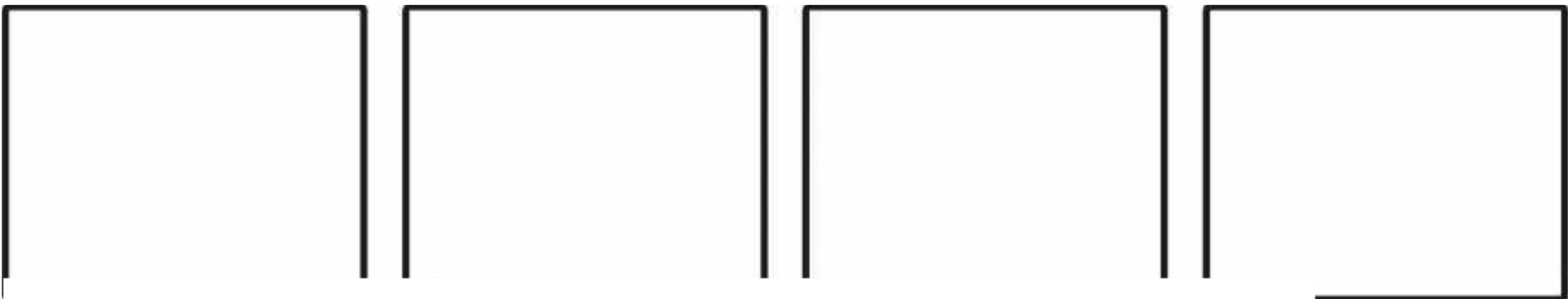
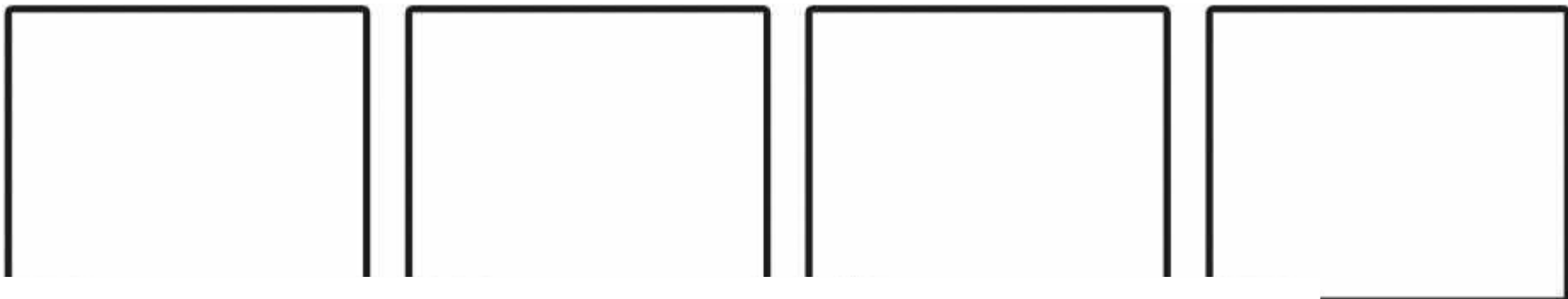
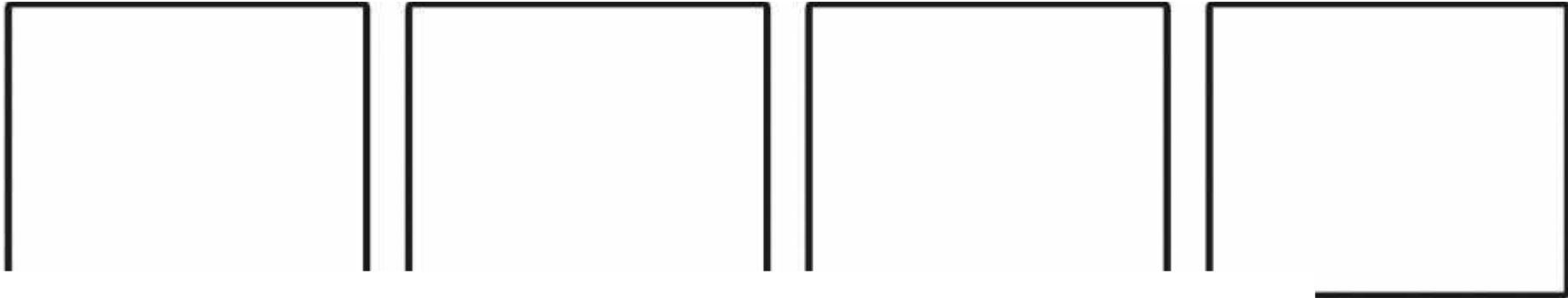
tough

bound

bumper

tallest

testing



forward

founder

rainproof

rambling

folly

foxhole

random

rationed

focussed

foolish

rarity

ravenous

exhale

extend

postage

popular

expire

excrete

polythene

ponder

exactly

exercise

poison

porpoise

Using the First 2-3 Letters of a Word to Check in a Dictionary

LO: to use the first two or three letters of a word to check its spelling in a dictionary

LO: to use the first two or three letters of a word to check its spelling in a dictionary

Copy the alphabet to the right.

Use the first two letters of each word below to help you decide which is the correct position and add them to your number line.

away

also

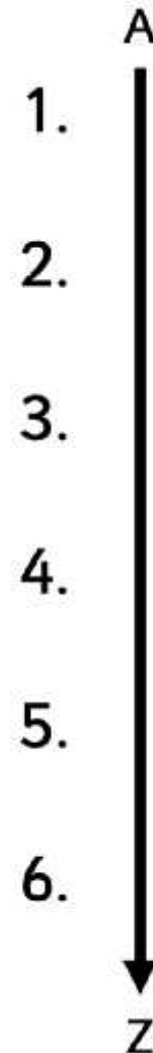
again

animals

around

after

Reveal Answers



LO: to use the first two or three letters of a word to check its spelling in a dictionary

Copy the alphabet to the right.

Use the first two letters of each word below to help you decide which is the correct position and add them to your number line.

privilege

prejudice

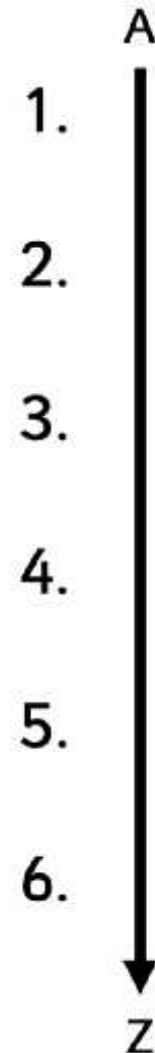
prying

prairie

propeller

pruned

Reveal Answers



Title: LKS2 use the first two or three letters of a word to check its spelling in a dictionary

Idea	Differentiation
<p>It's amazing how many children can't remember the alphabet order, even in Y3, and they love singing, so go back to the nursery rhyme alphabet song (version 1 – bouncy but has a US 'zee' or version 2 – British but slower and calmer)</p>	<p>Have the alphabet visible on the wall /tables for children who really find it hard to remember the order.</p>
<p>Mexican wave the alphabet round a group or the class – how quickly can you get round without any mistakes? Make the children mix themselves around every time you do it so they don't always say the same letter(s). Use this as a PE warmer – they have to stretch right up and then touch their toes!</p>	
<p>Start off by getting children in pairs, then groups, then the whole class to order themselves alphabetically round the room by surname. Switch and re-order by first name.</p>	<p>Surnames will be easier to begin with because they hear that order every day in the register. Challenge a more able group to order themselves by middle names as well, if other groups are slow to catch up.</p>
<p>Speedy word ordering – give each group a set of cards beginning with the same two letters. Start with the cards face down in a pile; take turns to pick the top one and put it in the correct place in the list, moving other cards up/down the line as necessary. Children can then use their dictionary to find more words beginning with the same 1st 2-3 letters.</p>	<p>(1) – order only by first 2 letters (2) – order by first 3 letters, with longer/ more complex vocabulary. They can play with all the different first letter sets mixed up, or separately. Children can then use their dictionary to find more words beginning with the same 1st 2-3 letters, adding them on the blank cards in the set.</p>
<p>Make your own set of words (e.g. science topic vocabulary) on the whiteboard. Reveal a new word every so often and ask the class to tell their partner where it belongs in the list they have revealed so far.</p>	<p>This can also be used as an interactive spelling activity (4) or (3). During your Guided Reading Carousel – give a different set or sets for each ability group and they work as a team to order the words into an alphabetical list one by one.</p>
<p>Play 'I looked in the dictionary and I found...' (variation on the long sentence game) Pick a starting letter and the children in turn have to add a new word which starts with the same letter but would come subsequently in the dictionary. E.g. <i>I looked in the dictionary and I found package. > I looked...I found plant. > I looked...I found player.</i> How many words can they add before they need to use a dictionary? How many before the dictionary runs out of subsequent words?</p>	<p>LA spelling groups could use a given set of word cards (1) & (2) to play this game. Spread out the cards on a table. When each child's turn comes, they select the next word from the set and add it to the list in the long sentence.</p>
<p>Give a pair/group a topic title (e.g. 'animals'). Can they think of 6 words associated with the headword, all beginning with the same letter (e.g. <i>cheetah, clam, crocodile, cobra, cat, camel</i>) which they then put into</p>	<p>Make it harder for more able children by challenging them to find 6 words in the topic group beginning with the same two letters. Are some letters easier than others?</p>

order.	
For more dictionary skills activities, try these	