

We're going to look at the use of alliterations today! Look at these examples.

- *Busy buzzing, the bee behaved beautifully.*
- *Larry's leaping lizard.*
- *Make a mountain out of a molehill.*



*Can you work
out what an
alliteration is?*

Alliteration is the use of multiple words beginning with the same consonant or syllabic sound. While alliteration doesn't usually give much added depth to writing, it can add humour and expression and make your writing sound better.

Alliteration can make your words more engaging - and entertaining. When your writing engages your audience they are more likely to pay attention and remember what you say.

You may remember when we did newspaper reports, we discussed that alliteration is a good feature to use for the headline because it engages the audience and adds humour.

Examples...

Sending up the stars and stripes.

Greedy girl gobbles gruel.

Big bad bear bites boy.

Blazing burning bushfires.

Not ALL the letters
have to start with
the chosen
letter/sound!



Can you think of a newspaper headline for these pictures using alliteration?



Can you think of any character names, films, tv programmes etc that use an alliteration? Make a list in your books.

Once you've done that, see if you can make up some of your own character names, programmes and films using alliteration.



Challenge: Can you think of a phrase for each letter of the alphabet using alliteration?

A: The angry alligator ate all the apples.

B:

C:

D:

E:

F:

G:

H:

I:

J:

K:

L:

M:

N:

O:

P:

Q:

R:

S:

T:

U:

V:

W:

X:

Y:

Z:

If you have time at the end of this lesson spend some time practising your spellings using look, say, cover, write, check or ask someone else to test you on them.

LOOK 	Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?
SAY 	Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear?
COVER 	Cover up the word so you cannot see it. Picture the word in your mind.
WRITE 	Write down the word, remembering how it sounds and what it looks like.
CHECK 	Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes.

This is the Year 3 and 4 spelling list. Children should be able to spell these by the end of Year 4. You could do your own spelling test with some of these or maybe create a game with them to help you learn them. Your weekly spellings may include some of these.

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

I will put a set of spellings up each week that you can learn at home. It will have the previous weeks spellings and the next weeks spellings (you only get 5 new ones each week, recapping the 5 from the previous week). Spend about 10 minutes at the beginning/end of every SPAG lesson to learn this weeks spelling using look, say, cover, write and check.

If you are able to, ask someone to test you on these spellings at home.

This weeks spellings

disagree

disloyal

disobey

disobedient

disadvantage

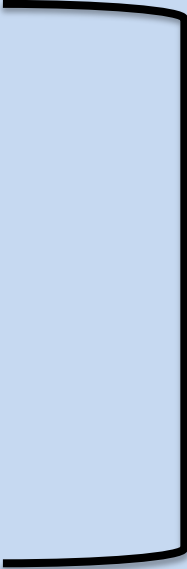
dishonest

discontinue

discourage

disrespect

discount



New spellings
Words with the
prefix 'dis'
creating a
negative
meaning.