

Year FOUR Spellings for TERM 1

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. Every **Friday** we will check your progress.

REMEMBER: Use a range of different strategies for learning the spelling rule!

<i>Test Date 15.9.16</i>	<i>Test 22.9.16</i>	<i>Test 29.9.16</i>	<i>Test 6.10.16</i>	<i>Test 13.10.16</i>
To investigate the prefix dis .	To investigate the prefix mis .	To investigate irregular tense changes .	To investigate irregular tense changes .	To investigate irregular tense changes .
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
disable	mishear	blew	threw	took
disallow	misread	grow	know	shake
disobey	mistake	grew	knew	shook
<i>accident</i>	<i>actually</i>	<i>address</i>	<i>arrive</i>	<i>calendar</i>
<i>accidentally</i>	<i>actual</i>	<i>appear</i>	<i>breath</i>	<i>complete</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
disappear	misbehave	creep	slept	found
disused	miscount	crept	weep	wind
distrust	misplace	kept	wept	wound
<i>answer</i>	<i>bicycle</i>	<i>business</i>	<i>century</i>	<i>circle</i>
<i>believe</i>	<i>build</i>	<i>centre</i>	<i>certain</i>	<i>decide</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
disapprove	misfortune	thought	buy	taught
disqualify	misinform	fight	bought	catch
disrespect	misunderstand	fought	bring	caught
<i>dangerous</i>	<i>digestion</i>	<i>carnivore</i>	brought	<i>camouflage</i>
<i>venomous</i>	<i>digestive</i>	<i>deadliest</i>	<i>predator</i>	<i>aggressive</i>

NB: Diamond group will also have two spellings not on the list, but related to the spelling rule. Learn the rule, not just the words.

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Use your eyes



- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain



- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend



- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

REMEMBER: Use a range of different strategies for learning the spelling rule!