

Year FOUR Spellings for TERM 3

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 12.1.18</i>	<i>Test 19.1.18</i>	<i>Test 26.1.18</i>	<i>Test 2.2.18</i>	<i>Test 9.2.18</i>
To investigate homophones .	To investigate homophones .	To investigate homophones .	To investigate the prefixes super- and anti- .	To investigate the prefixes sub- and inter- .
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
main	plain	here	superstar	subway
mane	plane	hear	supermarket	subdue
meat	seen	fair	antidote	interact
meet	scene	fare	<i>heart</i>	<i>interest</i>
<i>forward</i>	<i>group</i>	<i>heard</i>	<i>history</i>	<i>important</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
not	medal	ball	supervise	subheading
knot	meddle	bawl	antisocial	interview
groan	mist	rain	anticlockwise	interrupt
grown	missed	reign	<i>library</i>	<i>mention</i>
<i>imagine</i>	<i>knowledge</i>	<i>island</i>	<i>medicine</i>	<i>naughty</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
grate	accept	whose	supervision	submerge
great	except	who's	antiseptic	international
weather	affect	peace	antibiotic	interaction
whether	effect	piece	<i>condensation</i>	<i>employment</i>
<i>arrival</i>	<i>travel</i>	<i>Brunel</i>	<i>particle</i>	<i>village</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!