



Year FOUR Spellings for TERM 5 – Class 10

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 Tuesday we will check your progress.**

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

<i>Test Date 23.4.19</i>	<i>Test Date 30.4.19</i>	<i>Test 7.5.19</i>	<i>Test 14.5.19</i>	<i>Test 21.3.19</i>
Tested on a mix of words from last term	To investigate homophones - the same pronunciation but different meanings and/or spellings.	To investigate the /s/ sound spelt c before 'i' and 'e' and 'y'.	To investigate 'sol word family' and 'real word family' words.	To investigate 'phon word family' and 'sign word family' words.
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
	heel	circle	real	sign
	heal	circus	unreal	assign
	hear	celery	reality	designer
	<i>appear</i>	<i>breathe</i>	<i>caught</i>	<i>complete</i>
	<i>arrive</i>	<i>build</i>	<i>centre</i>	<i>consider</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
	here	century	solar	phone
	whose	centaur	soluble	phonics
	who's	pencil	insoluble	telephone
	<i>believe</i>	<i>busy</i>	<i>century</i>	<i>continue</i>
	<i>bicycle</i>	<i>business</i>	<i>certain</i>	<i>decide</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
	affect	princess	solution	microphone
	effect	voice	dissolve	phonograph
	seen	medicine	realistic	signature
	scene	celebrate	realisation	signaller
	<i>breath</i>	<i>calendar</i>	<i>circle</i>	<i>describe</i>

Words in italics are other words you should know!

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!