

Year 4 Spellings Term 2 2019

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 MONDAY** we will check your progress. **REMEMBER:** Use the Look, Say, Cover, Write and Check Strategy!

Test Date: 11/11/19	Test Date: 18/11/19	Test Date: 25/11/19	Test Date: 2/12/19	Test Date: 9/12/19	Test Date: 16/12/19
The suffix '-ation' is added to verbs to form nouns	The suffix '-ation' is added to verbs to form nouns	Adding -ly to adverbs. Remembering words ending in '-ily-' and words ending in '-le' become '-ly'	Adding '-ly' to turn an adjective into an adverb when the final letter is 'l'.	Words with the 'sh' sound spelled ch. These words are French in origin.	Challenge Words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
donation	adoration	sadly	carefully	chef	complete
information	admiration	proudly	thoughtfully	chalet	continue
decoration	coronation	wildly	faithfully	machine	experiment
<i>often</i>	<i>important</i>	<i>strength</i>	<i>therefore</i>	<i>promise</i>	<i>learn</i>
<i>regular</i>	<i>suppose</i>	<i>separate</i>	<i>possible</i>	<i>through</i>	<i>popular</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
sensation	location	completely	usually	brochure	favourite
preparation	combination	bravely	finally	parachute	famous
population	detonation	foolishly	peacefully	crochet	February
<i>island</i>	<i>believe</i>	<i>extreme</i>	<i>length</i>	<i>different</i>	<i>answer</i>
<i>circle</i>	<i>guard</i>	<i>consider</i>	<i>century</i>	<i>grammar</i>	<i>caught</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
vibration	generation	gently	beautifully	chute	naughty
determination	exploration	horribly	wonderfully	chaperone	material
duration	illustration	nervously	cruelly	chandelier	knowledge
registration	observation	happily	generally	quiche	remember
<i>centre</i>	<i>various</i>	<i>quarter</i>	<i>bicycle</i>	<i>increase</i>	<i>minute</i>



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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 the Look, Say, Cover, Write and Check Strategy!