

Year 4 Spellings at Home Term 5 2020

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



The spellings listed below are all the spelling patterns to learn for this term - there will be activities to go with them, but encourage your child to be as creative as they can be with learning the spelling patterns. The words in Purple are from the Y3/4 spelling list. We have already covered the whole list, so these will be revision.

Tm5 Wk1	Tm5 Wk2	Tm5 Wk3	Tm5 Wk4	Tm5 Wk5	Tm5 Wk6
Homophones - words which have the same pronunciation but different meanings and/or spellings	The 's' sound spelled c before 'i' and 'e'	Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'	Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'	Prefixes - 'super-', 'anti' and 'auto'	The prefix bi- meaning two.
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
seen	pencil	real	sign	superman	biplane
here	celebrate	unreal	phone	supermarket	biped
heel	princess	solar	phonics	anticlockwise	bisect
<i>accident</i>	<i>possible</i>	<i>heart</i>	<i>exercise</i>	<i>surprise</i>	<i>certain</i>
<i>caught</i>	<i>strange</i>	<i>enough</i>	<i>height</i>	<i>probably</i>	<i>actually</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
hear	circle	reality	telephone	automatic	bicycle
heal	centaur	solution	microphone	superstar	biannual
whose	celery	dissolve	signature	autograph	binoculars
<i>eighth</i>	<i>strength</i>	<i>centre</i>	<i>naughty</i>	<i>notice</i>	<i>address</i>
<i>heard</i>	<i>potatoes</i>	<i>accidentally</i>	<i>pressure</i>	<i>history</i>	<i>experiment</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
who's	century	soluble	phonograph	superhuman	bicentennial
affect	circus	realistic	assign	autobiography	bilingual
effect	voice	realisation	designer	antiseptic	bicuspid
scene	medicine	insoluble	signaller	antisocial	biceps
<i>minute</i>	<i>natural</i>	<i>actual</i>	<i>suppose</i>	<i>experience</i>	<i>imagine</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 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 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.



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 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



REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!