

Year FOUR Spellings for TERM 1

Please help your child to learn these words. Try out some of the strategies below.

Go for diamond! Depending on your spelling ability you will have a target to achieve each week. Everyone should learn all the Ruby words each week. If you want to challenge yourself, go for Amber and the Diamond words too.

Every **Friday** we will check your progress.

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



| Test Date 15/9/23 | Test 22/9/23 | Test 29/09/23 | Test 6/10/23 | Test 13/10/23 | Test 20/ 10/23 | |
|---|--|--|---|--|--|---------------------|
| Spelling rule: homophones or near homophones. | Spelling rule: the prefix 'in' meaning 'not'. | Spelling rule: Before a root word beginning with 'l' prefix 'in' (meaning not) becomes 'il'. Before a root word beginning with 'r' prefix 'in' becomes 'ir' Prefix 'im'. | Spelling rule: the prefix 'sub' which means under or below. | Spelling rule: the prefix 'inter' meaning between, amongst or during. | Review all the words from the National Curriculum word list | |
| RUBY must learn | RUBY must learn | RUBY must learn | RUBY must learn | RUBY must learn | RUBY must learn | |
| not | inactive | illegal | subject | interact | <i>actual</i> | <i>actually</i> |
| knot | incorrect | immature | subway | intercom | <i>appear</i> | <i>arrive</i> |
| heel | insecure | impossible | submit | internet | <i>circle</i> | <i>early</i> |
| heal | inside | irritate | suburb | interval | <i>earth</i> | <i>fruit</i> |
| <i>actual</i> | <i>appear</i> | <i>circle</i> | <i>earth</i> | <i>group</i> | <i>group</i> | <i>often</i> |
| <i>actually</i> | <i>arrive</i> | <i>early</i> | <i>fruit</i> | <i>often</i> | | |
| AMBER should learn | AMBER should learn | AMBER should learn | AMBER should learn | AMBER should learn | AMBER should learn | |
| plane | inability | imperfect | subtitle | intercity | <i>address</i> | <i>answer</i> |
| plain | interrupt | irregular | subtle | interactive | <i>breathe</i> | <i>business</i> |
| piece | invisibility | immortal | subscribe | interface | <i>believe</i> | <i>complete</i> |
| peace | inelegant | impatient | subheading | interchange | <i>bicycle</i> | <i>caught</i> |
| <i>address</i> | <i>breathe</i> | <i>believe</i> | <i>bicycle</i> | <i>consider</i> | <i>consider</i> | <i>describe</i> |
| <i>answer</i> | <i>business</i> | <i>complete</i> | <i>caught</i> | <i>describe</i> | | |
| DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | |
| accept | inflexible | irresponsible | submerge | interview | <i>accident</i> | <i>accidentally</i> |
| except | incurable | irrelevant | submarine | intercept | <i>experience</i> | <i>island</i> |
| weather | indefinite | impressionist | subtropical | interfere | <i>knowledge</i> | <i>famous</i> |
| whether | inadequate | illegible | substandard | international | <i>disappear</i> | <i>possession</i> |
| <i>accident</i> | <i>experience</i> | <i>knowledge</i> | <i>disappear</i> | <i>various</i> | <i>various</i> | <i>occasionally</i> |
| <i>accidentally</i> | <i>island</i> | <i>famous</i> | <i>possession</i> | <i>occasionally</i> | | |

Words in blue are from the National Curriculum word list.

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Please help your child to learn these words. Try out some of the strategies below.

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!