

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. Everyone should learn all the Ruby words each week. If you want to challenge yourself, go for Amber and the Diamond words too. Word in blue are part of the Year 4 statutory spelling words.

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

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



<i>Test 13 /1/23</i>	<i>Test 20/1/23</i>	<i>Test 27/1/23</i>	<i>Test 3/2/23</i>	<i>Test 10/2/23</i>
Spelling rule: suffix 'ous'. Keep the final 'e' of the root word if the 'g' is kept.	Spelling rule: suffix 'ous' if there is an 'ee' sound before the 'ous'.	Spelling rule: the 'au' digraph.	Spelling rule: suffix 'ion' when root word ends in 't' or 'te' then the suffix becomes 'tion'.	Spelling rule: suffix 'ion' becomes 'ssion' when the root word ends in 'ss' or 'mit'.
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
nervous	serious	cause	action	expression
famous	obvious	author	selection	admission
gorgeous	curious	haunt	nation	mission
dangerous	various	launch	mention	session
<i>certain</i>	<i>different</i>	<i>position</i>	<i>potatoes</i>	<i>special</i>
<i>forwards</i>	<i>popular</i>	<i>possible</i>	<i>promise</i>	<i>strange</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
ridiculous	hideous	caught	invention	concussion
carnivorous	furious	naughty	injection	discussion
rapturous	glorious	taught	completion	confession
adventurous	anxious	astronaut	migration	permission
<i>breath</i>	<i>imagine</i>	<i>important</i>	<i>probably</i>	<i>recent</i>
<i>continue</i>	<i>increase</i>	<i>ordinary</i>	<i>purpose</i>	<i>question</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
courageous	spontaneous	audience	hesitation	omission
outrageous	mysterious	fraught	stagnation	impression
advantageous	courteous	applaud	nomination	obsession
torturous	victorious	automatic	conservation	procession
<i>experiment</i>	<i>suppose</i>	<i>weight</i>	<i>continent</i>	<i>natural</i>
<i>extreme</i>	<i>although</i>	<i>climate</i>	<i>culture</i>	<i>equator</i>

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

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!