

Year FOUR Spellings for TERM 4

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.

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

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



w/c 19.2.24	w/c 26.2.24	w/c 4.3.24	w/c 11.3.24	w/c 18.3.24	w/c 25.3.24
Spelling rule: adding 'ly' to create adverbs of manner.	Spelling rule: homophones. Words that sound the same but have different spellings and meanings.	Spelling rule: the 's' sound spelt c before 'i' and 'e'.	Spelling rule: 'sol' and 'real' word families. How some words have similar spellings, meanings and root words	Spelling rule: 'phon' and 'sign' word families.	Revise Year 4 High frequency words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
quickly	heal	circle	solar	phone	<i>guilt</i>
gently	heel	circus	real	phonics	<i>faint</i>
angrily	here	voice	unreal	sign	<i>vibrate</i>
lovingly	hear	fancy	solid	signal	<i>loud</i>
<i>vibrate</i>	<i>brass</i>	<i>faint</i>	<i>agree</i>	<i>guilt</i>	<i>leader</i>
<i>pitch</i>	<i>string</i>	<i>loud</i>	<i>leader</i>	<i>peers</i>	<i>assert</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
curiously	whose	century	solution	telephone	<i>medium</i>
furiously	who's	centaur	reality	assign	<i>disagree</i>
seriously	scene	celery	solidify	designer	<i>advice</i>
unexpectedly	seen	pencil	solidifies	signaller	<i>vibrating</i>
<i>vibrating</i>	<i>woodwind</i>	<i>louder</i>	<i>disagree</i>	<i>advice</i>	<i>follower</i>
<i>sound</i>	<i>fainter</i>	<i>medium</i>	<i>follower</i>	<i>tempo</i>	<i>fainter</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
reluctantly	affect	princess	soluble	microphone	<i>vibration</i>
generously	effect	medicine	insoluble	phonograph	<i>volume</i>
courteously	reign	celebrate	dissolve	signature	<i>percussion</i>
victoriously	rein	cinema	realisation	phonetics	<i>insulation</i>
<i>vibration</i>	<i>insulate</i>	<i>travel</i>	<i>assert</i>	<i>pulse</i>	<i>assert</i>
<i>volume</i>	<i>percussion</i>	<i>insulation</i>	<i>opinion</i>	<i>timbre</i>	<i>opinion</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 a range of different strategies for learning the spelling rul