

## 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 **Monday (Class 9) Friday (Class 10)** we will check your progress.

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



w/c 3.3.25	w/c 10.3.25	w/c 17.3.25	w/c 24.3.25	w/c 31.3.25	w/c 07.4.25
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
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
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>
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
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>
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
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