

Year FOUR Spellings for TERM 2

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



Every **week** we will check your progress on a Friday

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

w/c 3.11	w/c 10.11	w/c 17.11	w/c 24.11	w/c 1.12	w/c 8.12	w/c. 15.12
Spelling rule: the suffix 'ation' is added to verbs to form nouns.	Spelling rule: the suffix 'ation' is added to verbs to form nouns.	Spelling rule: changing an adjective to an adverb words ending in 'y' become 'ily'; words ending in 'le' become 'ly'.	Spelling rule: adding 'ly' to turn an adjective into an adverb when the final letter is 'l'	Spelling rule: words with 'sh' sound spelt 'ch'	Spelling rule: adding 'ion'. Root word ends in d, de or se ending becomes 'sion' and makes a noun.	Spelling rule: adding the suffix 'ous' creating an adjective.
information	location	sadly	usually	chef	tension	jealous
decoration	admiration	wildly	finally	chalet	invasion	perilous
donation	adoration	gently	slowly	chute	erosion	precious
determination	explanation	proudly	softly	sachet	decision	furious
<i>notice</i>	<i>build</i>	<i>decide</i>	<i>guard</i>	<i>heard</i>	<i>eighth</i>	<i>history</i>
<i>woman</i>	<i>busy</i>	<i>eight</i>	<i>guide</i>	<i>heart</i>	<i>enough</i>	<i>learn</i>
population	combination	completely	carefully	machine	expansion	dangerous
vibration	generation	bravely	wonderfully	moustache	extension	marvellous
sensation	illustration	horribly	peacefully	brochure	exclusion	tremendous
preparation	exploration	happily	generally	parachute	explosion	enormous
<i>February</i>	<i>exercise</i>	<i>centre</i>	<i>interest</i>	<i>library</i>	<i>mention</i>	<i>medicine</i>
<i>height</i>	<i>calendar</i>	<i>century</i>	<i>length</i>	<i>material</i>	<i>minute</i>	<i>opposite</i>

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e.g. Wed-nes-day



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



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!