

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!



w/c 16.9.24	w/c 23.9.24	w/c 30.9.24	w/c 7.10.24	w/c14.10.24
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.
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
not	inactive	illegal	subject	interact
knot	incorrect	immature	subway	intercom
heel	insecure	impossible	submit	internet
heal	inside	irritate	suburb	interval
<i>actual</i>	<i>appear</i>	<i>circle</i>	<i>earth</i>	<i>group</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
plane	inability	imperfect	subtitle	intercity
plain	interrupt	irregular	subtle	interactive
piece	invisibility	immortal	subscribe	interface
peace	inelegant	impatient	subheading	interchange
<i>address</i>	<i>breathe</i>	<i>believe</i>	<i>bicycle</i>	<i>consider</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
accept	inflexible	irresponsible	submerge	Interview
except	incurable	irrelevant	submarine	intercept
weather	indefinite	impressionist	subtropical	interfere
whether	inadequate	illegible	substandard	international
<i>accident</i>	<i>experience</i>	<i>knowledge</i>	<i>disappear</i>	<i>various</i>
<i>accidentally</i>	<i>island</i>	<i>famous</i>	<i>possession</i>	<i>occasionally</i>

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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!