



YEAR 4

A Parent's Guide to Practising Spellings at Home

Why spelling practice matters

In Key Stage 2, the focus is on developing accuracy as well as a range of strategies for spelling.

Although teachers will highlight spelling errors to children, it is important children recognise for themselves when they have made an error and know a range of strategies for correcting inaccuracies. By this stage, children will have a range of spelling strategies that they will have been taught to draw on. Children will use the strategy which best suits their learning style and works best for them.

Helping at Home

Parents can support children by practising any spelling patterns or spelling investigations which are sent home as part of home learning and also by helping children to read and spell the Y3/4 word lists (included in this document).











Children will practise these spellings throughout the week in spelling lessons and will be tested on a Friday using some of the words from each week or others with similar spelling patterns.

We will track your child's progress in spelling through the statutory word lists and half-termly reviews.

Remember to make practising the words enjoyable and not a chore.

The suggestions below may help.

Ideas for how to practise spellings

Make It Daily, Short & Fun  10–15 minutes a day is ideal  Little and often works better than long sessions once a week	Start with These Methods  Look, Cover, Write, Check <div><div>1.</div>Look at the word</div> <div><div>2.</div>Cover it</div> <div><div>3.</div>Write it</div> Check it  Repeat 3–5 times for each word	 Pyramid Words Build the word letter by letter: s sp spe spel spell								
 Spelling Target Practice <div><div>•</div>Pick 5 tricky words a week</div> <div><div>•</div>Write each in a sentence</div> Say them out loud and spell them aloud	 Rainbow Write Choose your 3 favourite crayons to rainbow write your spelling words. Write each word first in pencil then trace over each word three times. Each time you trace, you must use a different colour crayon.	Active Games to Make It Stick <div><div>•</div> Word Jumble: Mix up the letters of the word – can your child unscramble it?</div> <div><div>•</div> Hangman: Classic spelling fun</div>  Silly Songs: Sing the spellings to a tune they know								
Link Words to Meaning Understanding what words mean helps spelling stick. Try: <div><div>•</div>Drawing a picture for each word</div> <div><div>•</div>Matching definitions</div> Using each word in a silly or interesting sentence	Practise in Context Let them: <div><div>•</div>Write short stories or sentences using their spelling words</div> <div><div>•</div>Spot spelling words in books or homework</div> Create their own mini spelling test	Break Tricky Words into Parts For example: <div><div>•</div>environment = en–vi–ron–ment</div> <div><div>•</div>necessary = one collar, two sleeves (funny memory tip!)</div>								
ABC Order Write your spelling words in alphabetical order. Be sure to look at the first letter of each word. If the first letter is the same, look at the second letter.	Spelling Paragraph Write a paragraph using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.	Rhyming Words Choose eight of your spelling words. First write each spelling neatly. Think of a rhyming word for each spelling word. Write the new rhyming word next to your spelling word. *Example: cries, tries								
Spelling Sort Think of a way to sort your spelling words. Write your word sort neatly. You may want to sort your words by: syllables, beginning sounds, part of speech (nouns, verbs, adjectives, other), vowel sounds The possibilities are endless! Have fun!	Fancy Letters Write each of your spelling words neatly using fancy letters. Your letters can have curly-q’s or dots, for example. Have fun and be creative!	Parts of Speech Sort your spelling words according to their part of speech: Noun, adjective, verb, other Make a chart like the one below: <table><tr><td>Noun</td><td>Adjective</td><td>Verb</td><td>Other</td></tr><tr><td>Apple</td><td>Red</td><td>Eat</td><td>slowly</td></tr></table>	Noun	Adjective	Verb	Other	Apple	Red	Eat	slowly
Noun	Adjective	Verb	Other							
Apple	Red	Eat	slowly							
Word Shapes Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.										

Statutory Spelling Words for Year 3 and 4 from National Curriculum

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Autumn Term 1

Week 1	Week 2	Week 3
<i>Year 3 Review of Statutory Word List</i>	<i>Words ending 'ure'</i>	<i>Possessive apostrophes with singular proper nouns</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	treasure measure pleasure closure enclosure pressure leisure picture nature adventure creature furniture	Emma's book James' bike Mr Green's car London's buses Monday's weather Thomas' bananas The girls' coats The boys' computer game Make other examples up for children to practise on.
Week 4	Week 5	Week 6
<i>Homophones</i>	<i>Statutory Word List</i>	<i>Statutory Word List</i>
fair fare grate great groan grown here hear heel heal he'll rein rain reign ball bawl berry bury brake break eight ate weight wait son sun to two too there their sea see blue blew bear bare one won night knight flour flower right write	Can your child spell all of the words on the list above? Pick 10 and practise them.	Can your child spell all of the words on the list above? Pick 10 and practise them.

Autumn Term 2

Week 1	Week 2	Week 3																																																																					
<i>Statutory Word List</i>	<i>Prefixes im- il- im- ir-</i>	<i>Prefixes im- il- im- ir-</i>																																																																					
Can your child spell all of the words on the list above? Pick 10 and practise them.	incorrect inactive invisible incomplete inpatient insert inject inhale incapable indirect invalid inaccurate increase inaudible illegal illogical illiterate illegible	impossible impatient imperfect impolite immature implicit import imprison immobile irregular irresponsible irrelevant irresistible irrational																																																																					
Week 4	Week 5	Week 6																																																																					
<i>‘ei eigh eye’ ‘ch’ ‘ou’</i>	<i>Suffixes beginning with vowel letters to words of more than 1 syllable -ing -er -en – ed</i>	<i>Suffixes beginning with vowel letters to words of more than 1 syllable</i>																																																																					
vein weigh veil rein eight eighty weight sleigh neighbour eye eyebrow eyelid young touch trouble country does chef brochure parachute machine	<table><tr><th>ROOT WORD</th><th><i>-ing</i></th><th><i>-er</i></th><th><i>-en</i></th><th><i>– ed</i></th></tr><tr><td>prefer</td><td>preferring</td><td>preferer</td><td></td><td>preferred</td></tr><tr><td>begin</td><td>beginning</td><td>beginner</td><td></td><td></td></tr><tr><td>regret</td><td>regretting</td><td></td><td></td><td>regretted</td></tr><tr><td>forget</td><td>forgetting</td><td>forgetter</td><td>forgotten</td><td></td></tr><tr><td>happen</td><td>happening</td><td></td><td></td><td>happened</td></tr><tr><td>open</td><td>opening</td><td>opener</td><td></td><td>opened</td></tr><tr><td>listen</td><td>listening</td><td>listener</td><td></td><td>listened</td></tr><tr><td>offer</td><td>offering</td><td></td><td></td><td>offered</td></tr><tr><td>corner</td><td>cornering</td><td></td><td></td><td>cornered</td></tr><tr><td>fasten</td><td>fastening</td><td>fastener</td><td>fasten</td><td>fastened</td></tr><tr><td>awake</td><td>awakening</td><td>awakener</td><td>awaken</td><td>awakened</td></tr><tr><td>garden</td><td>gardening</td><td>gardener</td><td>garden</td><td>gardened</td></tr><tr><td>limit</td><td>limiting</td><td>limiter</td><td></td><td>limited</td></tr></table>	ROOT WORD	<i>-ing</i>	<i>-er</i>	<i>-en</i>	<i>– ed</i>	prefer	preferring	preferer		preferred	begin	beginning	beginner			regret	regretting			regretted	forget	forgetting	forgetter	forgotten		happen	happening			happened	open	opening	opener		opened	listen	listening	listener		listened	offer	offering			offered	corner	cornering			cornered	fasten	fastening	fastener	fasten	fastened	awake	awakening	awakener	awaken	awakened	garden	gardening	gardener	garden	gardened	limit	limiting	limiter		limited
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open	opening	opener		opened																																																																			
listen	listening	listener		listened																																																																			
offer	offering			offered																																																																			
corner	cornering			cornered																																																																			
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awake	awakening	awakener	awaken	awakened																																																																			
garden	gardening	gardener	garden	gardened																																																																			
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Spring Term 1

Week 1	Week 2	Week 3
<i>'g' sound spelt gu</i>	<i>-ture endings</i>	<i>possessive apostrophes for plurals</i>
guitar guide guard guidebook guest guardian guarantee guess guise guilty	picture mixture adventure capture feature moisture nature vulture creature furniture	ladies' girls' children's pupils' women's boys' babies' Tom's James's
Week 4	Week 5	Week 6
<i>Homophones</i>	<i>Statutory Word List</i>	<i>Statutory Word List</i>
fair fare grate great groan grown here hear heel heal he'll rein rain reign ball bawl berry bury brake break eight ate weight wait son sun to two too there their sea see blue blew bear bare one won night knight flour flower right write	Can your child spell all of the words on the list above? Pick 10 and practise them.	Can your child spell all of the words on the list above? Pick 10 and practise them.

Spring Term 2

Week 1	Week 2	Week 3
<i>Statutory Word List</i>	<i>Prefixes inter-</i>	<i>Prefixes anti-</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	International Intergalactic intertwine interrupt intercept interpersonal intervene interject	antibiotic antihistamine antidote antihero antifreeze antisocial antiseptic anticlockwise antivenom antigravity
Week 4	Week 5	Week 6
<i>Endings that sound like -cian -sion</i>	<i>Endings that sound like -tion -ssion</i>	<i>Endings that sound like -cian -sion -tion -ssion</i>
musician magician politician electrician optician mathematician physician division invasion decision collision corrosion television explosion expansion extension tension confusion transfusion supervision comprehension	action injection completion attention direction education invention fiction fraction conversation expression discussion confession permission admission possession	<i>Review and Revise week 4 and 5</i>

Summer Term 1

Week 1	Week 2	Week 3
<i>'s' sound spelt 'sc'</i>	<i>'s' spelt 'c'</i>	<i>-que and -que endings</i>
scene scent scissors science scientist crescent scenery fascinate abscess ascend descend	bicycle centre century certain circle consider decide exercise recent medicine	league tongue fatigue colleague plague antique unique cheque grotesque mosque
Week 4	Week 5	Week 6
<i>Homophones</i>	<i>'ough' words</i>	<i>Statutory Word List</i>
weather whether who's whose medal meddle missed mist team team <i>Recap other half terms homophones lists.</i>	dough bought brought cough rough enough though although though through	Can your child spell all of the words on the list above? Pick 10 and practise them. <i>Review and reflect on half term – spelling test</i>

Week 1 words – Review suffixes

<i>-ed</i>	<i>-ing</i>	<i>-s</i>	<i>-es</i>	<i>-ness</i>	<i>-ful</i>	<i>-less</i>	<i>-ly</i>
walked skipped chatted searched hoped waved reached smiled liked baked planned floated clapped	walking running skipping chatting singing searching hoping waving reaching smiling liking baking planning floating clapping running	walks runs claps chats sings	searches hopes waves reaches smiles likes bakes dishes cruises	sadness happiness brightness loneliness fairness kindness nastiness loveliness fitness foolishness tidiness	fearful playful beautiful wishful hopeful forgetful pitiful hateful painful successful	hopeless helpless fearless careless endless homeless powerless speechless thankless painless	happily angrily easily sensibly fussily merrily greedily luckily noisily busily clumsily lazily quickly sadly finally perfectly happily quietly unfortunately suddenly actually accidentally occasionally

Week 3 - *ee ea e-e ie y ey*

<i>ee</i>	<i>ea</i>	<i>e-e</i>	<i>ie</i>	<i>y</i>	<i>ey</i>
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see tree feet green sheep sweet need three	sea eat each teacher bead dream meat clean	these theme complete concrete athlete delete extreme compete	chief field belief piece niece	happy funny sunny angry baby lucky	key donkey monkey chimney hockey turkey
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Summer Term 2

Week 1	Week 2	Week 3
<i>-ous endings</i>	<i>Prefixes un-, dis-, in- re- sub- inter- super- anti- auto - mis-</i>	<i>Prefixes un-, dis-, in- re- sub- inter- super- anti- auto - mis-</i>
	Use words from throughout the term to review and revise. un dis in re sub inter super anti auto mis	Use words from throughout the term to review and revise. un dis in re sub inter super anti auto mis
Week 4	Week 5	Week 6
<i>Prefixes un-, dis-, in- re- sub- inter- super- anti- auto - mis-</i>	<i>Prefixes un-, dis-, in- re- sub- inter- super- anti- auto - mis-</i>	<i>Suffix -ly for words ending in y le ic</i>
Use words from throughout the term to review and revise. un dis in re sub inter super anti auto mis	Use words from throughout the term to review and revise. un dis in re sub inter super anti auto mis	happily prettily easily sleepily greedily clumsily angrily gently simply humbly nobly basically frantically dramatically

Week 2,3,4,5

<i>-un</i>	<i>-dis</i>	<i>-in</i>	<i>-re</i>	<i>-sub</i>	<i>-inter</i>	<i>-super</i>	<i>-anti</i>	<i>-auto</i>	<i>-mis</i>
unhappy unwell unclean unable unlucky unfasten untruthful unwanted	dislike dishonest disobey disagree disappoint discomfort disappear disbelieve	incorrect inactive invisible incomplete inpatient insert inject inhale	redo return replay refill revisit replace recycle reappear rebuild reposition rewrite reread recount recommend reliable	submarine submerge subzero subheading subway subterranean subsoil subfolder subgroup subtitle	international intergalactic intertwine interrupt intercept interpersonal intervene interject	supermarket superstar supercar supermarket superman superwoman supernatural	antibiotic antihistamine antidote antihero antifreeze antisocial antiseptic anticlockwise antivenom antigravity	autograph automobile automatic autopilot autobiography	misspell misplace mislead misbehave misfortune misunderstand misuse mishear mistreat misread misjudge