

Year 4 Spellings Term 3 2019

Each week we will investigate, learn and practice a different spelling rule or pattern. These rules are outlined below, with some example words. These are not necessarily the words which the children will be assessed against – we will be looking for application of the rules and patterns to a wide range of words.

For many English spelling patterns and rules, there are exceptions, which need to be learnt separately. We will look at these within our spelling lessons in class. During the final week of term, we will recap the rules as needed, before completing a final dictation covering all rules learnt this year.

At home, it would be useful for children to explore the words in different ways, using the No-Nonsense strategies. For example:

- ‘look, say, cover, write, check’ strategy
- use them in sentences or within their English homework
- write the words in different ways (e.g. different colours, different fonts, forwards/backwards, pyramid writing)
 - speed writing (‘quick write’) – how many times can you correctly spell the word in 1 minute?
 - write definitions for each word / find words with similar meanings
 - create pictures, rhymes or visual clues to remember each word
 - create crossword or word-search puzzles
 - find words in the same word-family or with a connected word

<p>Rule learnt WB 07/01/19</p> <p>Revision Revising the hot list words and learning new/revising spelling strategies from the no nonsense programme</p> <p>e.g. pyramid, rainbow writing, silly sentences, quick write, segmentation, drawing pictures.</p>	<p>Rule learnt WB 14/01/19</p> <p>Word endings The /g/ sound spelt ‘gu’</p> <p>guard guarantee guess</p> <p>Use a dictionary to find other words beginning with ‘gu’ that make the /g/ sound.</p> <p>How many more words can you find?</p>	<p>Rule learnt WB 21/01/19</p> <p>Word endings Words with endings sounding like /tʃə/ spelt ‘-ture’</p> <p>capture mixture picture</p> <p>How many more words can you list with the ‘-ture’ ending?</p>	<p>Rule learnt WB 28/01/18</p> <p>Punctuation Possessive apostrophe for plurals</p> <p>The apostrophe is placed after the plural form of the word;</p> <p>–s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s)</p> <p>(Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population. This was a previous spelling pattern).</p>	<p>Rule learnt WB 04/02/19</p> <p>Phonics Homophones and near-homophones</p> <p>The children will practice using the correct homophone in sentences.</p> <p>e.g. - Have you seen the mess in his room? - It was a happy scene outside the window.</p> <p>- The male toilets are on the left. - Put the letter in the mailbox.</p>	<p>Rule learnt WB 11/02/19</p> <p>Revision Revise all spelling rules from this term.</p>
	<p>Example words:</p> <p>guide, guitar, guest, guardian</p>	<p>Example words:</p> <p>creature, furniture, picture, nature, adventure</p>	<p>Example words:</p> <p>girls’, boys’, babies’, children’s, men’s, mice’s</p>	<p>Example words:</p> <p>scene/seen, mail/male, bawl/ball</p>	