



SPELLINGS

Term 4

Spelling Strategy	Example words
Year 3 – mis and re	Misuse, misinform, misunderstood, retake, reuse, reinvent.
Year 4 - Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Expression, beautician, physician,
Statutory spellings lists	See below.
I spelt Y	Myth, gym, pyramid
<u>Consolidation:</u> Anti and inter Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Anticlockwise, interact Chef, chalet Possession, expression Treasure, pleasure, measure
Homophones reminders and proofreading reminders.	Fair/fare meet/meat Checking work by reading through



Spellings children are expected to know at the end of year 3 and 4.

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

Strategies they learn in class which may support them at home!

Please continue to use resources on Bug Club as much as possible to support this.

Drawing an image around the word



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f _ _ _ ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

Look, say, cover, write, check

This is probably the most common strategy used to learn spellings.
Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.
Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.
Cover: cover the word.
Write: write the word from memory, saying the word as you do so.
Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Thank you so much for your continued support with spelling at home! Please refer to our website for more information about spelling and ideas on how to support your child at home.