



Go for Gold!

Your teacher will tell you your spelling target depending on your confidence and skill in Spelling - you are always welcome to try to exceed your target though! ☺

Everyone will learn the **Bronze** words each week. Some of you will be expected to learn the **Silver** and the **Gold** words too.

Have a go at learning the words every night for a few minutes.

Highlighted words are also part of the Year 3 /4 statutory list

W/C 16.04.18	W/C 30.04.18	7.05.18	14.5.18	21.5.18	20.3.18
Word families based on common words showing how words are related in form and meaning 'phone'	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Words from Year 3/4 Spelling list
	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
phone	interact	antibody	autocue	except	early
phonics	intercom	antidote	autofocus	exit	famous
homophone	intercity	anti-climax	autograph	expel	guard
microphone	interfere	antivenom	automatic	export	heard
telephone	internet	antiviral		extend	perhaps
'real'	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
real	interject	antibiotic	autocratic	exceed	calendar
reality	interlude	antifreeze	autonomy	exclaim	consider
realistic	interrupt	antigravity	autopsy	exclude	disappear
unreal	intertwine	antiseptic	autopilot	exhale	enough
realisation	intervene	antisocial		explode	height
'sign'	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
sign	interchangeable	anti-ageing	autobiography	excavate	exercise
signature	intergalactic	antibacterial	autocorrect	exchange	experiment
assign	intermediate	anticlockwise	automatically	excursion	occasion
design	intermittent	antihistamine	automobile	exterior	separate
signal	international	antiperspirant		external	straight

Year 4 Spellings - Spring Term – 2nd half

Please help your child to learn these words - try out some of the strategies on the back of this sheet, or in the Spelling Handbook



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.
- Write the consonants and vowels in different colours.
- Cut out letters from newspaper to make your spellings



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?
- Can you think of a phrase to help you remember it? For example: could – oh you lucky duck
- Learn the meanings of the different word parts, e.g. *pre-* means before, *sub-* means under



Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables: hos-pit-al
- 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.
- Make a wordsearch and swap it with a friend.
- Make flashcards of your spellings and play 'snap'
- Write one letter each – start with 10 points each, and lose a point every time you can't think of the next letter – who will keep their points



REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!