



# 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.

<i>Date W/C</i> 11.6.18	18.6.18	25.6.18	2.7.18	9.7.18
<b>Words from Year 3/4 Spelling list</b>	Adding the suffix -ous (With no change to the root word) OR (no obvious root word)	Adding the suffix -ous (Words ending in 'y' change to an 'i' and words ending in 'our' become 'or')	<i>Adding the suffix -ous (Words ending in 'e' drop the 'e' but not the 'ge')</i>	<i>Adverbials of frequency and possibility</i>
<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>
early	curious	envious	famous	maybe
decide	joyous	furious	infamous	rarely
guard	riotous	odorous	nervous	seldom
heard	perilous	various	porous	possibly
perhaps	serious			
<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>
calendar	anxious	humorous	carnivorous	certainly
consider	dangerous	glorious	herbivorous	regularly
disappear	momentous	rigorous	ridiculous	probably
enough	poisonous	vigorous	spacious	usually
height	tremendous			
<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>
exercise	gorgeous	glamorous	adventurous	definitely
experiment	hazardous	luxurious	advantageous	frequently
separate	mountainous	mysterious	courageous	occasionally
strange	scandalous	victorious	outrageous	probably
straight	synonymous			

## Year 4 Spellings - Summer 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!**