



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 19.02.18	26.02.18	5.3.18	12.3.18	20.3.18
Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Year 3/4 spellings	Word families based on common words showing how words are related in form and meaning
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	'phone'
ascent	centre	circle	appear	phone
discern	century	city	busy	phonics
crescent	cement	cinema	fruit	homophone
descent	office	decide	history	microphone
muscle	recent	pencil	length	telephone
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	'real'
abscess	certain	accident	notice	real
obscene	celebrate	decimal	often	reality
scenario	ceremony	excited	reign	realistic
scenery	justice	exercise	suppose	unreal
science	sentence	special	therefore	realisation
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	'sign'
adolescent	certificate	citizen	extreme	sign
discipline	convince	incident	knowledge	signature
fascinate	difference	medicine	material	assign
incandescent	experience	participate	separate	design
scientist	sacrifice	society	promise	signal

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!