

Unit 1	<p>Prefixes: super- auto-</p> <p>Examples: supernatural, supernova, superb, superhero, automatic, autograph, autobiography</p> <p>Rule: <u>A prefix is a group of letters which you can add to the beginning of a root word ; every prefix has a meaning - super - (means above), auto (means self or own)</u></p> <p>Online activities: http://www.spellzone.com/word_lists/list.cfm?wordlist=4637</p>
Unit 2	<p>Endings which sound like 'shun' (-tion, -sion, -ssion, -cian)</p> <p>Examples: invention, injection, division, television, expression, permission, politician, mathematician</p> <p>Rules: Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend - attention, intend - intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p> <p>Online activities: http://www.spellzone.com/word_lists/learn_practise_test.cfm?wordlist=5792</p>
Unit 3	<p>Distinguish between it's its</p> <p>Common root words and letter strings</p> <p>Examples: The young cat hurt its paws. It's raining outside this morning. happy+ness=happiness; noise+y=noisy</p> <p>Rules: it's = it is, its = belonging to it (no apostrophe needed); root word + suffix and/or prefix = new word linked to root word</p> <p>Online activities: http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_58.htm http://www.teachingandlearningresources.co.uk/rootwords.shtml</p>

Unit 4	<p>Suffixes: -ful -ly -ive -ic -ist</p> <p>Examples: meaningful, sadly, decorative, heroic, scientist</p> <p>Rules: ful and ly are consonant suffixes. Generally, these consonant suffixes can be added without alteration to the base word, except for words ending in y - which change to i. There are a few exceptions, e.g. <i>wholly</i>. ive, ic and ist are vowel suffixes. Before adding one of these vowel suffixes, you must drop a final e or y.</p> <p>Online activities: http://www.sadlier-oxford.com/phonics/grade2_3/suffixes/suffix.htm http://www.topmarks.co.uk/Flash.aspx?b=english/spelling</p>
Unit 5	<p>ture and sure endings</p> <p>Examples: furniture, creature, pressure, measure</p> <p>Rules: The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. <i>teacher, catcher, richer, stretcher</i>.</p> <p>Online activities: http://www.spellzone.com/word_lists/learn_practise_test.cfm?wordlist=253 http://www.spellzone.com/word_lists/learn_practise_test.cfm?wordlist=3937</p>
Unit 6	<p>ation added to verbs to form nouns</p> <p>Examples: admiration, variation, moderation, information</p> <p>Rules: The suffix -ation is added to verbs to form nouns. If the verb ends in 'e' then drop the 'e' before adding ation e.g. preparation. If the verb ends in y then change the y to i before adding ation eg variation.</p> <p>Online activities: http://www.spellzone.com/games/index.cfm?wordlist=4638</p>
Unit 7	<p>-ible, -able</p> <p>Examples: horrible, manageable, valuable, reversible</p> <p>Rules: The suffixes -able and -ible often mean 'can be '. For example: <i>inflatable</i> - can be inflated; <i>flexible</i> - can be bent or flexed. Both these suffixes sound the same. There is no simple rule to tell whether the ending should be spelled -able or -ible. If the root word ends in e, then drop the final e before adding suffix, e.g. <i>reversible, valuable, creation</i>. able endings are far more common than ible ones. A key to distinguishing between these endings is that dropping able usually leaves a generally recognisable word (sometimes without the final e), e.g. <i>agreeable, disposable</i>; dropping ible usually leaves a stem, e.g. <i>terrible</i>. ible usually follows words ending in s.</p> <p>Online activities: http://www.spellzone.com/unit27/quest1/index.cfm</p>



Year 4 Spelling

Summer Term

Year 3/4 Word List

NB Children are expected to be able to spell the following words by the end of Year 4, in addition to all high frequency words - **see lists of high frequency words in your child's Reading Record** - Year 3/4 high frequency words can also be practised by following this link:

<https://www.spellanywhere.co.uk/spellings.php?view=2&id=1214>

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

Spellings are going to be sent home weekly, on a two week cycle. Week 1 will be spellings following the units covered in this booklet and Week 2 will be spellings taken from the Year 3/4 word list at the back of this booklet.

The children will bring their spellings home each week, having glued them in their Home-School books. They will also be available on our Year Group page on the website. They will be told the colour group of words they need to learn.

For Week 1, although children will be given a small list of words to learn, the most important thing is to learn the RULE of the spelling focus and *apply* the rule in everyday writing.

We will carry out spelling investigations and play spelling games several times a week in class.

Please support your child by looking at the spelling units in this booklet, and supporting them in their spelling activities. Thanks!