Unit 1	<u>Prefixes: super- auto-</u> <u>Examples:</u> supernatural, supernova, superb, superhero, automatic, autograph, autobiography <u>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>Online activities:</u> <u>http://www.spellzone.com/word_lists/list.cfm?wordlist=4637</u>	Unit 4		
Unit 2	Endings which sound like 'shun' (-tion, -sion, -sion, -cian) Examples: invention, injection, division, television, expression, permission, politician, mathematician 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. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs. Online activities: http://www.spellzone.com/word_lists/learn_practise_test.cfm?wordlist=5792	Unit 6 Unit 5	ture and sure endings Examples: furniture, creature, pressure, measure Rules: The ending sounding like /30/ is always spelt -sure. The ending sounding like /10/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher. 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 ation added to verbs to form nouns Examples: admiration, variation, moderation, information 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	
Unit 3	Distinguish between it's its <u>Common root words and letter strings</u> Examples: The young cat hurt its paws. It's raining outside this morning. happy+ness=happiness; noise+y=noisy Rules: it's = it is, its = belonging to it (no apostrophe needed); root word + suffix and/or prefix = new word linked to root word <u>Online activities:</u> <u>http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page</u> <u>_58.htm</u> <u>http://www.teachingandlearningresources.co.uk/rootwords.shtml</u>	Unit 7	ends in y then change the y to i before adding ation eg variation. <u>Online activities:</u> <u>http://www.spellzone.com/games/index.cfm?wordlist=4638</u> <u>-ible, -able</u> <u>Examples:</u> horrible, manageable, valuable, reversible Rules: The suffixes -able and -ible often mean 'can be '. For example: inflatable - can be inflated; flex <i>ible</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 - <i>ible</i> . 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. agreeable, <i>disposable</i> ; dropping ible usually leaves a stem, e.g.terrible. ible usually follows words ending in s. <u>Online activities:</u> http://www.spellzone.com/unit27/quest1/index.cfm	

## 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

accidentcontinueguardoccasionallysentenceaccidentallydecideguideoftenseparateactualdescribeheardoppositespecialactuallydifferentheartordinarystraightaddressdifficultheightparticularstrangeanswerdisappearhistorypeculiarstrengthappearearlyimagineperhapssupposearriveearthincreasepopularsurprisebelieveeightinterestpossessionthoughtbreathenoughislandpossessionthoughtbreatheexerciseknowledgepossiblethroughbuildexperiencelearnpotatoesvariousbusyextremelibraryprobablywoman/womencalendarfamousmaterialpromiseinterestcenturyforwardminutequestioninterestcenturyforwardsnaturalrecentinterestcompletegrammarnoticereigninterestconsidergroupoccasionreigninterest		-			
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certain forwards natural recent circle fruit naughty regular complete grammar notice reign	centre	February	mention	quarter	
circle fruit naughty regular complete grammar notice reign	century	forward	minute	question	
complete grammar notice reign	certain	forwards	natural	recent	
	circle	fruit	naughty	regular	
consider group occasion remember	complete	grammar	notice	reign	
	consider	group	occasion	remember	



## Year 4 Spelling Summer Term

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 <u>RULE</u> 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!