

<b>Unit 1</b>	<p><b>Regular verb endings: -s -ed -ing</b></p> <p><u>Examples:</u> looks, looked, looking, shops, shopped. shopping, explores, explored, exploring</p> <p><u>Rule:</u> Most verbs simply add <b>s</b>, <b>ed</b>, <b>ing</b> to indicate tenses. - When a single syllable verb ends with a consonant preceded by a short vowel, you double the final consonant when adding <b>ed</b> or <b>ing</b>.</p> <p><u>Online activities:</u>  <a href="http://www.english-zone.com/index.php?ID=127">http://www.english-zone.com/index.php?ID=127</a></p>
<b>Unit 2</b>	<p><b>Words ending in vowel suffixes -al, -ary, -ic</b></p> <p><u>Examples:</u> magic, magical, history, historic, historical, national, imagine, imaginary</p> <p><u>Rule:</u> Root words drop a final 'e' or change 'y' to 'i' before taking the suffix; -al is added as a suffix to a word ending in c</p> <p><u>Online activities:</u>  <a href="http://www.spellzone.com/games/against_clock/index.cfm?wordlist=3506">http://www.spellzone.com/games/against_clock/index.cfm?wordlist=3506</a></p>
<b>Unit 3</b>	<p><b>Words ending with suffixes -ment and -ship</b></p> <p><u>Examples:</u> enjoyment, movement, merriment, championship, citizenship,</p> <p><u>Rule:</u> -ment and -ship are simply added to the end of a word - occasionally a final 'y' needs to be changed to 'i'</p> <p><u>Online activities:</u>  <a href="http://www.spellzone.com/games/index.cfm?wordlist=395">http://www.spellzone.com/games/index.cfm?wordlist=395</a></p>
<b>Unit 4</b>	<p><b>Words ending with suffixes -hood and -ness</b></p> <p><u>Examples:</u> childhood, motherhood, kindness, loneliness, loveliness</p> <p><u>Rule:</u> -hood and -ness are simply added to the end of a word - occasionally a final 'y' needs to be changed to 'i'</p> <p><u>Online activities:</u>  <a href="https://www.spellanywhere.co.uk/insert.php?view=1&amp;id=121&amp;listid=6508">https://www.spellanywhere.co.uk/insert.php?view=1&amp;id=121&amp;listid=6508</a></p>

<b>Unit 5</b>	<p><b>Double consonants</b></p> <p><u>Examples:</u> apple, written, sudden, follow, grabbed</p> <p><u>Rule:</u> Double the letter after a short vowel in the middle of words; no words use hh, jj, qq, vv, ww, xx</p> <p><u>Online activities:</u>  <a href="http://www.bbc.co.uk/schools/spellits/activities_y6/activity1.shtml">http://www.bbc.co.uk/schools/spellits/activities_y6/activity1.shtml</a></p>
<b>Unit 6</b>	<p><b>Homophones</b></p> <p><u>Examples:</u> brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p><u>Rule:</u> Homophones are words which sound the same but differ in spelling - no rule!</p> <p><u>Online activities:</u>  <a href="http://www.quia.com/jg/87619.html">http://www.quia.com/jg/87619.html</a>  <a href="http://www.primaryresources.co.uk/english/homophones.htm">http://www.primaryresources.co.uk/english/homophones.htm</a></p>
<b>Unit 7</b>	<p><b>Near homophones</b></p> <p><u>Examples:</u> accept/except, affect/effect, ball/bawl, berry/bury, wear / where / were; celery/salary</p> <p><u>Rule:</u> Near homophones are words which almost sound the same and also differ in spelling - no rule!</p> <p><u>Online activities:</u>  <a href="http://www.bbc.co.uk/skillswise/game/en21watc-game-paris-word">http://www.bbc.co.uk/skillswise/game/en21watc-game-paris-word</a></p>



# Year 4 Spelling

## Autumn 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!**