

Year 4 Term 1 Spelling

Week	Week 2 Test on: 11.9.26	Week 3 Test on: 18.9.26	Week 4 Test on: 25.9.26	Week 5 Test on: 2.10.26	Week 6 Test on: 9.10.26	Week 7 Test on: 16.10.26
1. Spelling Pattern taught	<i>Step 1: Words that are homophones</i>	<i>Step 2: Words with the prefix 'in-' meaning 'not'</i>	<i>Step 6: Challenge Words</i>	<i>Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'</i>	<i>Step 4: Words with the prefix 'sub-' meaning 'below' or further divided</i>	<i>Step 5: Words with the prefix 'inter-' meaning 'between or among'</i>
Example words	accept except knot not peace piece plain plane weather whether	inability inactive inadequate incorrect incurable indefinite inelegant inflexible insecure invisible	strength grammar calendar women appear straight interest opposite increase believe	illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	subdivide subheading subject submarine submerge submit substandard subtitle subtropical subway	interact intercept interchange intercity intercom interface interfere international internet interview

Practicing Spelling at Home

Little and often is the best approach, just a couple of minutes a day can make a huge difference. Focus on the words you find trickiest, you could list them from easiest to hardest and focus on the hardest spellings. If you can spell a word very easily, chose a trickier word to practice. See some examples of how to practise on the back of this sheet.

And remember. Mistakes help your brain grow!

Order and test yourself	Multi-sensory sand or salt tray	Water painting								
 Order the words from easiest to hardest, then ask a helper to read out the words for you to practise.	 Write the words using your finger or a stick in a tray of sand or salt. A coloured tray or dish makes it easier to see.	 Or use a paintbrush and water and 'paint' the word on an outdoor wall or pavement.								
Timer challenge	Pattern spotting	Sound buttons								
 Set a timer for 2 minutes, ask a helper to shout out the words and see how many you can spell correctly in the given time.	Official Underline or highlight the pattern we are learning, then apply this to new words with the same pattern. Practice the pattern, if you can spell this correctly you should be able to spell the words fairly easily.	<table><tr><td><u>fee</u><u>ble</u></td><td>4</td></tr><tr><td>h<u>orri</u><u>ble</u></td><td>6</td></tr><tr><td>g<u>iggle</u></td><td>4</td></tr><tr><td>sim<u>ple</u></td><td>5</td></tr></table>  Use your phonics knowledge to identify the sounds in each word. Use a dot if 1 letter makes one sound. Use a dash if a sound is made up of 2 or more letters. If there is a split digraph (where another letter is in the middle) we use . If a letter is silent circle it Then count the number of sounds in the word	<u>fee</u> <u>ble</u>	4	h <u>orri</u> <u>ble</u>	6	g <u>iggle</u>	4	sim <u>ple</u>	5
<u>fee</u> <u>ble</u>	4									
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