

Year 4 spelling letter Term 1

This spelling letter outlines the spelling patterns and rules that we will be learning in class over the course of the term. Previously, there has always been a spelling test, either weekly or fortnightly, however, as we are encouraging children to learn the rules and patterns, there will not be a weekly list to learn. There will instead be time each week, usually a Friday (please note, this day may change) where children will be tested to check their understanding and application of the patterns and rules. This may be in the form of a dictation passage or writing words into sentences. In class, we will teach children the rules, patterns and any exceptions along with some of the words that match. At home, we are expecting children, with support, to research words that fit the rules, along with how they could alter with different suffixes and prefixes. For further resources, there are a list of websites on the following page. There is also a list of example words and exceptions for each unit outcome. We want children to focus on understanding word origins rather than memorising spellings for a test and for them to foster a love of words and reading.

Class teachers will discuss this further at the 'Meet the Teacher' sessions next week.

Unit	Unit outcomes	Rule	Example words and exceptions
Week 2	Revisit the phoneme /er/ (er, ur, ir, ear, or)	Children will have been taught all variations of the /er/ sound, as well as their uses as part of their phonics teaching. There are no set rules for their uses or more common patterns for this sound. Some children may find it useful to write a word out in a couple of different ways and spot the one that looks right, e.g. <i>werk/work/wirk</i> . We call this strategy 'best bets'.	thirsty burst heard work twirl exercise earth learn circle
Week 3	Revisit the phoneme /air/ (air, are, aire, ear, ere, ar)	Children will have been taught all variations of the /air/ sound, as well as their uses as part of their phonics teaching. There are no set rules for their uses or more common patterns for this sound. Some children may find it useful to write a word out in a couple of different ways and spot the one that looks right, e.g. <i>share/shair/shar/shear</i> . We call this strategy 'best bets'.	hairy bear pear share beware ordinary somewhere
Week 4	Revisit the common exception words (Y2)	These are words from the Y2 high frequency word list, as outlined in the National Curriculum. These are words which children will need to be using, with accuracy, within their independent writing. They are often words which do not follow phonetic patterns and are can sometimes be referred to as 'tricky words'.	
Weeks 5	Adding the suffixes -ed or -ing using the 'keep, chop or change' method.	-ed and -ing are suffixes that are added to verbs to change them to the past or continuous forms. For example: walk is a verb and we can add -ed or -ing to write the verb forms walking or walked. <ul style="list-style-type: none"> • Do nothing, just add (where word ends in two consonants) (Y1) – sort, sorting, sorted/long, longer, longest. • Drop e and add the suffix (Y2) – dance, dancing, danced. 	
Week 6	Adding the suffixes -ed or -ing using the 'keep, chop or change' method.	<ul style="list-style-type: none"> • Change y to i and add the suffix (where the word ends with consonant followed by a y and only for -ed) (Y2) reply, replying, replied, copy, copying, copied but play, playing, played/ noisy, noisier, noisiest. • Double the final consonant and add the suffix (where the word ends in a short vowel sound and consonant) (Y2) – shop, shopping, shopped, fit, fitting, fitted. 	

Week 7	Consolidation	Revisiting gaps in knowledge
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Spelling Frame <https://spellingframe.co.uk/>

Age 5-11. Some resources and lists are free to access.

Spelling training <https://www.spellingtraining.com/>

Age 5-11. You can select the list that is relevant to your spelling pattern.

Spelling Ninja

<https://www.spellingninja.co.uk/>

Y1-Y6. Interactive test practise using 'the word is...'. It is done through multiple choice.

BBC Bitesize (spelling): http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/spelling/play/

7 – 11 year olds. KS2 spelling activities

Doorway speller: <http://www.doorwayonline.org.uk/literacy/speller/>

5 – 11 year olds: Practise spelling using the 'Looks, Say, Cover, Write and Check' method. Enter text using their keyboard or the on-screen keyboard. A great selection of word families including high frequency words (Flash required)

Spelling Practice sheets: http://rossa.blogs.com/weblog/files/sats_spelling_practise.pdf

10 – 11 year olds: Eighteen spelling practice sheets to help with revision for the Key Stage 2 SATs spelling test. The words are usefully arranged in sets with similar spelling patterns. This is a PDF document so you need Acrobat Reader.

Spellbound: <https://gridclub.com/activities/spellbound>

5 – 12 year olds: A spelling game where you can improve spelling with three different methods: listening and responding; recognising visual patterns; researching with dictionary. Useful for high frequency words.

Look, say, cover, write, check: <http://www.ictgames.com/lcwc.html>

5 – 7 year olds: A brilliant version of the spelling site where you can test yourself on high frequency words or enter your own words easily to test your knowledge.