

Helping your child with spelling

By the end of Year 4, children are expected to be able to spell a number of words as stated in the National Curriculum. These are displayed in the classroom and will be a focus throughout the year following on from work covered in Year 3. As well as teaching the spelling of these words, we will also be looking at various spelling rules. These have been listed below:

Words to learn			
accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women
Spelling rules			
Spell words with the suffix -ly			
Spell words with the -sure ending			
Spell words with the -ture ending			
Spell words with the suffix -ous			
Spell words with the suffix -al			
Spell words with the suffix -ary			
Spell words with the suffix -ic			
Spell common homophones e.g. fair/fare, break/brake			
Spell words with the -tion ending			
Spell words with the -sion ending			
Spell words with the -ssion ending			
Spell words with the -cian ending			
Add suffixes to words ending in -f,-ff, -ve and -fe			
Spell words where the k sound is spelt ch (Greek origin) e.g. chorus			
Spell words where the sh sound is spelt ch (French origin) e.g. chalet			
Spell -gue and -que words (French origin) e.g. tongue, antique			
Spell words where the s sound is spelt sc (Latin origin) e.g. scene			
Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey			

Ways in which you can help include:

- ensure any words your child copies are spelt correctly
- regular practise of the words to learn
- encourage children to think of the root word when spelling unfamiliar words
- look for words within words
- encourage children to use a dictionary to check spellings
- display a few common words that you child is struggling with around the house
- write down two or three alternative spellings and encourage your child to say which 'looks right'
- encourage a joined handwriting style – see the guidance for supporting with handwriting

When writing at school, children are encouraged to put a dotted line underneath any words they are not sure how to spell to avoid breaking the flow. Once they have finished writing, dictionaries or spelling journals are used to check these spellings.