Spelling Home Learning Year: 4 Term: Summer 1

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| Challenge:- More suffixes  Core spellings   |  |  | | --- | --- | | 1. people  2. children  3. animal  4. child  5. figure | 6. gardening  7. gardener  8. limiting  9. limited  10. limitation |   Challenge spellings   |  |  | | --- | --- | | 11. length  12. notice  13. often | 14. learn  15. opposite | | Challenge:- negative prefixes  Core spellings   |  |  | | --- | --- | | 1. bright  2. dull  3. rough  4. smooth  5. shiny | 6. disappoint  7. disagree  8. disobey  9. inactive  10. incorrect |   Challenge spellings   |  |  | | --- | --- | | 11. misbehave  12. mislead  13. misspell | 14. illegal  15. illegible | | Challenge:- more prefixes im + ir + auto  Core spellings   |  |  | | --- | --- | | 1. above  2. below  3. beside  4. under  5. through | 6. immature  7. immortal  8. impossible  9. impatient  10. imperfect |   Challenge spellings   |  |  | | --- | --- | | 11. irregular  12. irrelevant  13. irresponsible | 14. autograph  15. autobiography | |
| Challenge: Y3/4 keywords from NC list  Core spellings   |  |  | | --- | --- | | 1. said  2. told  3. replied  4. answer  5. asked | 6. woman  7. women  8. weight  9. various  10. through |   Challenge spellings   |  |  | | --- | --- | | 11. thought  12. although  13. surprise | 14. special  15. separate | | Challenge: Homophones (note your child will need to know which to use in a sentence given) e.g. I tie a knot, spell knot.  Core spellings   |  |  | | --- | --- | | 1. while  2. before  3. after  4. later  5. finally | 6. knot / not  7. know / no  8. knew / new  9. there  10. their |   Challenge spellings   |  |  | | --- | --- | | 11. whose / who’s  12. medal / meddle  13. whether/ weather | 14. passed / past  15. scene / seen | | See the source image  Ways to learn your spellings:  **Spelling Shed –** Remember this website is a fun way for your child to learn their spellings. Each weeks’ spellings have been added onto spelling shed.  **Look/Say/Cover –** Write down the word, say it out loud, cover the word up with your hand and write it out again. Did you get it right? |