

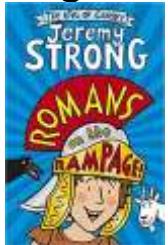
# Year 4 Weekly Learning Update

Autumn 2, Week 2

## Spelling

We are learning to spell words beginning with the prefixes ir-, im-, il-, and in-  
We are using different strategies to practise spellings.

## English



We are reading the novel, Romans on the Rampage

We are making inferences based on the text.

We are learning to write in the past progressive tense (e.g. I was walking.)

We are writing a diary entry from Perilus' point of view.

## Maths

We are counting in multiples of 7, 11 and 12.

We are securing our multiplication and division facts for the 3-, 6-, 7-, 9-, 11- and 12-times tables.

Date: 10.11.25

# Look, say, cover, write, check !

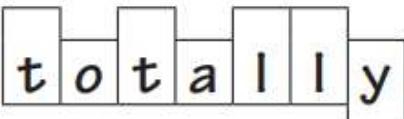
Name: \_\_\_\_\_

1. **Look** at the word and write it down.
2. **Say** the word and copy it down again.
3. **Cover** the word.
4. **Write** the words in one go.

5. **Check** the word. If it is right, tick it. If it is wrong, then write the correct spelling.
6. **Use** each word and write a sentence at the back.
7. **Practise** every day for 5 minutes.

Spellings	Monday	Tuesday	Wednesday	Thursday
impossible				
impatient				
irregular				
irresponsible				
illegal				
incorrect				

Remember to practise your spellings at home every day. You will be tested on Friday.

<b>Look, say, cover, write, check</b>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<b>Trace, copy and replicate (and then check)</b>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<b>Segmentation strategy</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<b>Quickwrite</b>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<b>Drawing around the word to show the shape</b>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <p></p>

<b>Drawing an image around the word</b>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p></p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<b>Words without vowels</b>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p>f _____ ld</p>
<b>Pyramid words</b>	<p>This method of learning words forces you to think of each letter separately.</p> <p>p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<b>Other strategies</b>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

Statutory word list for Years 3 and 4

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought (Phase 5)
different (Phase 5)	minute	through (Phase 5) (h)
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

# MULTIPLICATION

THE 2s	THE 3s	THE 4s	THE 5s
1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5
2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10
3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15
4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20
5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25
6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30
7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35
8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40
9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45
10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50
11 × 2 = 22	11 × 3 = 33	11 × 4 = 44	11 × 5 = 55
12 × 2 = 24	12 × 3 = 36	12 × 4 = 48	12 × 5 = 60
THE 6s	THE 7s	THE 8s	THE 9s
1 × 6 = 6	1 × 7 = 7	1 × 8 = 8	1 × 9 = 9
2 × 6 = 12	2 × 7 = 14	2 × 8 = 16	2 × 9 = 18
3 × 6 = 18	3 × 7 = 21	3 × 8 = 24	3 × 9 = 27
4 × 6 = 24	4 × 7 = 28	4 × 8 = 32	4 × 9 = 36
5 × 6 = 30	5 × 7 = 35	5 × 8 = 40	5 × 9 = 45
6 × 6 = 36	6 × 7 = 42	6 × 8 = 48	6 × 9 = 54
7 × 6 = 42	7 × 7 = 49	7 × 8 = 56	7 × 9 = 63
8 × 6 = 48	8 × 7 = 56	8 × 8 = 64	8 × 9 = 72
9 × 6 = 54	9 × 7 = 63	9 × 8 = 72	9 × 9 = 81
10 × 6 = 60	10 × 7 = 70	10 × 8 = 80	10 × 9 = 90
11 × 6 = 66	11 × 7 = 77	11 × 8 = 88	11 × 9 = 99
12 × 6 = 72	12 × 7 = 84	12 × 8 = 96	12 × 9 = 108
THE 10s	THE 11s	THE 12s	
1 × 10 = 10	1 × 11 = 11	1 × 12 = 12	
2 × 10 = 20	2 × 11 = 22	2 × 12 = 24	
3 × 10 = 30	3 × 11 = 33	3 × 12 = 36	
4 × 10 = 40	4 × 11 = 44	4 × 12 = 48	
5 × 10 = 50	5 × 11 = 55	5 × 12 = 60	
6 × 10 = 60	6 × 11 = 66	6 × 12 = 72	
7 × 10 = 70	7 × 11 = 77	7 × 12 = 84	
8 × 10 = 80	8 × 11 = 88	8 × 12 = 96	
9 × 10 = 90	9 × 11 = 99	9 × 12 = 108	
10 × 10 = 100	10 × 11 = 110	10 × 12 = 120	
11 × 10 = 110	11 × 11 = 121	11 × 12 = 132	
12 × 10 = 120	12 × 11 = 132	12 × 12 = 144	

**TIMES TABLES**  
**ROCK STARS**