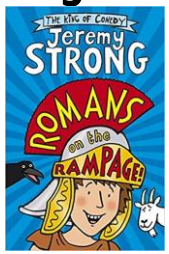
Year 4 Weekly Learning Update

Autumn 2, Week 2

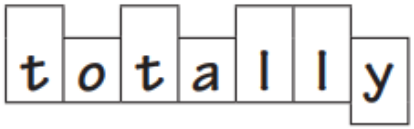
Spelling	We are learning to spell words beginning with the prefixes ir-, im-, il-, and in- We are using different strategies to practise spellings.
English 	We are reading the novel, Romans on the Rampage We are making inferences based on the text. We are learning to write in the past progressive tense (e.g. I was walking.) We are writing a diary entry from Perilus' point of view.
Maths	We are counting in multiples of 3, 6 and 9. We are securing our multiplication and division facts for the 3-, 6- and 9-times tables.

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.***

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. **Look**: 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. **Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover**: cover the word. **Write**: write the word from memory, saying the word as you do so. **Check**: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. 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. 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.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	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 /iː/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	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. 

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  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.
Words without vowels	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*: f____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s 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. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Statutory word list for Years 3 and 4

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

