

Dear Parents of Yr4 children,

Following changes to spelling expectations in the New National Curriculum, we have made some changes to how we will learn spellings. Children are now required to learn a range of spelling patterns as well as 'statutory spellings'.

#### Learning Spelling rules/Weekly Spelling

Children will receive spellings weekly, based on a spelling pattern. They will receive 12 words altogether, these will consist of 'Prime', 'Advanced' and 'Deep' progressive spelling challenges. Please support your child in their choice of challenge. On a Monday, children will be tested on spellings from the list sent home as well as spellings associated with the rule. The pattern will be recapped throughout the week in school and should also be investigated at home.

#### Learning Statutory Spellings

The statutory spellings should be learned with your support at home and will be tested for progress on a termly basis. Below is the Year 3 list of spellings that children in this age group are expected to learn over the year. Please refer to these through the terms and the year. These are also listed in your child's reading record.

Please feel free to teach the spellings sooner than suggested if you find your child fully understands their meaning and always spells them correctly and in context. Children will be rewarded for their effort and commitment to learning their spellings.

| Year 4<br>Autumn 1 <sup>st</sup><br>half   | Year 4<br>Autumn 2 <sup>nd</sup><br>half  | Year 4<br>Spring 1 <sup>st</sup><br>half   | Year 4<br>Spring 2 <sup>nd</sup> half   | Year 4<br>Summer<br>1 <sup>st</sup> half   | Year 4<br>Summer 2 <sup>nd</sup><br>half   |
|--|---|--|---|--|--|
| calendar<br>forward(s)<br>notice<br>special<br>caught<br>fruit<br>occasion(ally)<br>straight | centre<br>grammar<br>often<br>strange<br>century<br>group<br>opposite<br>strength | certain<br>guard<br>ordinary<br>suppose<br>circle<br>guide<br>particular<br>surprise | complete<br>heard<br>peculiar<br>therefore<br>consider<br>heart<br>perhaps<br>though/although | continue<br>height<br>popular<br>thought<br>decide<br>history<br>position<br>through | describe<br>imagine<br>possess(ion)<br>various<br>different<br>increase<br>possible<br>weight<br>difficult<br>important<br>potatoes<br>woman/women |

We welcome your support with this challenge. Should you have any questions, please do not hesitate to ask your child's class teacher.

Yours sincerely,

Miss C Deluce  
DOL:4