

We are trying to teach our children about the spelling rules and not simply learning the words for the test, as children tend not to be able to apply if learnt this way. Try learning a mnemonic or making silly sentences etc. Most weeks the test will be 10 words. If you have more time and feel your child can be stretched more, why not choose a couple more words and look at their meaning and spelling too!

Week One	Week Two	Week Three
<p>Focus: - to revise Year 3 suffixes work on adding 'ly', 'ally' & 'ation'. When words end in 'y', this changes to an 'i' when the suffix 'ly' is added. When a word ends in 'e' the 'e' is dropped when 'ly' or 'ation' is added.</p>	<p>Focus: to revise Year 3 prefixes, particularly, 'in', 'ir', 'il' & 'im'. The prefix 'il' goes at the beginning of words starting with r. The prefix 'in' goes at the beginning of words starting with a, c, d & v. The prefix 'im' goes at the beginning of words starting with m & p</p>	<p>Focus: words from the Y3/4 statutory list – this is the list that all children have to learn in Y3/4, which has been given by the Government.</p>
<p>Root words: happy simple muscle basic inform angry humble sensible frantic prepare easy crumble cuddle comic admire fussy wobble giggle energetic sense greedy prickle possible enthusiastic operate</p>	<p>Root words: accurate direct literate perfect active valid mature polite audible legal mobile possible capable correct legible patient regular relevant resistible responsible</p>	
<p>Examples of words we can make using the suffixes: happily simply muscly basically information angrily humbly sensibly frantically preparation easily crumbly cuddly comically admiration fussily wobbly giggly energetically sensation funnily gently horribly scientifically publication greedily prickly possibly enthusiastically operation Don't worry, we will only be testing the bold words.</p>	<p>Examples of words we can make using the suffixes: Inaccurate indirect illiterate imperfect Inactive invalid immature impolite Inaudible illegal immobile impossible Incapable incorrect illegible impatient Irregular irrelevant irresistible irresponsible Don't worry, we will only be testing the bold words.</p>	<p>Word list: learn material minute length medicine natural library mention naughty notice</p>
Week Four	Week Five	Week Six
<p>Focus: Missing letters and possessive apostrophes Their two reasons for using apostrophes. When apostrophes are used for omission they replace one or more letters in a phrase, e.g. you will becomes you'll. When apostrophes are used for possession they show ownership e.g. the dog's bone.</p>	<p>Focus: Suffixes (vowel letters) When a suffix beginning with a vowel is added to a root word, the final consonant is doubled if the final syllable in the root word is stressed (e.g. <i>begin/beginner</i>). The final consonant is not doubled if the first syllable is stressed (e.g. <i>garden/gardeners</i>).</p>	<p>Focus: This week we will be looking at words that the children have found in their reading books and spelt incorrectly in their writing. They will make a list of 10 words from their reading record and writing books and will look at these each day</p>
<p>Word list: don't children's I've teams' boy's potatoes' ladies' babies' child's can't lorries' buses' potato's lady's team's you'll lorry's baby's boys' mouse's bus's Don't worry, we will only be testing the bold words.</p>	<p>Word list: forget prefer limit cover occur vandal begin garden control regret thunder visit</p>	<p>Word list: This will be individual to each child.</p>