Molescroft Primary School

Year 4 Homework Pack

Name _____

Parents/Carers, please read the following very carefully.

This is an extremely important part of the partnership between home and school and is designed to ensure the real effectiveness of homework in securing the mastery of the curriculum by your child.

Our approach to homework: Guide for parents

Each year group will focus on a programme of KEY SKILLS and ESSENTIAL KNOWLEDGE, which every child should master.

The following four points guide what is set for homework.

1. The Reading of the Guided Reading Book is paramount in importance.
2. Maths Homework should not be confusing to parents.
3. Homework should focus on the things which children need to know in each year and which are straight forward for parents to engage in.
4. Well spread out projects should be fun and engaging for the family.

Providing Homework which is most appropriate for Parents to support

This is what this booklet is all about. KEY and ESSENTIAL information follows. Parents and Carers are encouraged to set up their own programme for supporting children to achieve these core areas. The expectations will be related to the National Curriculum for the year group. Examples may be (depending on age) to:

- spell a defined list of words
- learn a defined list of number bonds
- learn a defined list of multiplication/division tables
- tell the time
- understand money

Teachers will set up an assessment programme for all the areas included in this booklet. An email will be sent home so that parents will know in advance of when assessments are occurring. There will be a minimum of one week's notice. This booklet must stay with your child's book bag, as the pupils will also record in the booklet how secure they are according to the assessments made. Parents/Carers will therefore receive regular feedback as to how their child is performing. This will indicate to parents/carers where further practice is required. It is hoped that children will achieve on the first occasion, but memories can fade and revision is important.

If children master all the core areas quickly, congratulations! The reward will be that the child will find it easier to access the full curriculum. Families should then encourage the child to seek every opportunity to further fulfil their experiences of reading, the arts and sport. After the January report there will be opportunity for further advice to parents if pupils have fully achieved all the essential expectations of the year group.

Core Skills: Reading and Phonics

Every child should engage with literacy every evening. Parents are expected to purchase for their child, from the school, a reading book bag to transport a reading book or any other school related work between school and home. It is expected that children will be encouraged to develop good reading habits at home. This includes independent reading, or sharing a book/story with parents each evening.

Reading and comprehension are taught through 'Guided Reading' sessions, which are led, by teachers and TAs. **There is an expectation that children will read a significant number of pages before each session.** (The amount will clearly depend on the book and the age of the children.) For this reason, Literacy homework is primarily reading based, as it will be very important that children read the desired sections to enable them to participate effectively in the next Guided Reading session. Think of it as being a member of a Book Club. Pupils will not receive written exercises or literacy worksheets to complete **unless they are specifically linked to the guided reading text.**

Your child will however bring home a Reading and Writing Journal where both you and your child can record any

comments. In addition to this there are sections where the children can collect quality words and phrases, which they have read. These then become a 'Treasure Trove' of ideas, which can be used in any writing that the children have to complete at school. This **vital** homework activity carries high value and is part of a deliberate policy to use a high volume of reading to promote quality writing experiences and learning in school.

As always, it is important that a child continues to read and discuss the texts with a parent or another adult at home. To help initiate discussion, the journal includes a list of possible questions adults may wish to use to ask the child about the books he or she is reading.

The Guided Reading Book is the same as the Home Reading Book. It is possible for children to borrow extra reading material from school, however the Home Reading Challenge must take precedence. Forgetting to bring the Guided Reading Book to school and/or the accompanying journal will have a detrimental effect on a child's ability to engage in Literacy at school.

Competent/older readers must maintain their reading diet in order to reach high targets in Year 6. These children should still read to adults at home and parents/ carers should continue to ask their older children questions about the text.

Core Skills: Spelling

Helping your child to spell

The English language is a rich but complex language but, despite its complexity 85% of the English spelling system is predictable. A child by learning the rules and conventions of the system and the spelling strategies, will become a confident speller.

These are examples of strategies to help:

- sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) - many words cannot be sounded out so other strategies are needed;
- dividing words into syllables, say each syllable as the word is written (e.g. re-mem-ber)
- using the Look, say, cover, write, check strategy: look at the word and say it aloud, then cover it, write it and check to see if it is correct. If not highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could O U lucky duck)
- finding words within words (e.g. a rat in separate)
- making links between the meaning of words and their spelling (e.g. sign, signal, signature) - this strategy is used at a later stage than others;
- working out spelling rules oneself—a later strategy;
- using a dictionary as soon as a child knows how to.
- Parents/carers are asked to encourage children to have a go at spelling words they are unsure of. This will give children the opportunity to try out spelling strategies and to find those, which are most successful for each individual. Please always praise every effort.

Core Skills: Maths

Helping your child with core mathematical knowledge

From the Foundation Stage children need to learn the reality of numbers e.g. what does 10 look like? Children need to be able to recall quickly number bonds to 10, then to 20 and then to 100. A number bond is all the combinations to make a target number up to 100. Children should be able to describe these bonds as addition and subtraction calculations e.g. 3 + 7 = 10 AND 10 – 7 = 3 AND 10 – 3 = 7. Unlike spelling, there are a finite number of times tables which we require children to know. **Not knowing multiplication tables by the end of year 4 is a severe handicap to success in maths.**

Multiplication tables have to be learnt carefully, paying attention to all the relationships between the numbers. What do we know about the 2x table that can help us learn the 4x table? We need to be able to hold these facts in our heads and recall them automatically, this gives the brain a head start when tackling mathematical puzzles. Children also need to know the inverse operations e.g. 3 multiplied by 5 = 15 AND 15 divided by 5 = 3 and 15 divided by 3 = 5. Times table grids and other programmes such as Times Table Rock Stars will be used to support and encourage practice and recall.

Year 6 Revision

As the year progresses children in Year 6 will also receive revision homework. This is to help prepare them for the National Tests (SATs) in May.

Extra Projects

From time to time a piece of project or research homework will be set. Often the project will engage the child with his or her family and provide resources for further work in school. These have largely evolved over time into special holiday activities.

Safety Net

Pupils with Special Educational Needs

The curriculum expectation is the same for all children. Clearly some children will be working on objectives from a previous year group. Parents will know if this applies. For the majority of children with a special educational need however the objective remains the same. The 'special need' means that extra support or initiatives may be required to enable achievement. It does not mean the expectation is reduced. Parents/Carers have a role to play in this. Parents/Carers can act like Teachers and Teaching Assistants in school and support children to overcome certain hurdles, which then enable the child to be able to succeed at a task. Similarly, parents can encourage a child to go beyond a task if that is seen as appropriate. **It is however vital that whereas parents are very much encouraged to be involved in homework, parents must not be tempted to do the work for pupils.**

Crises/Family Commitments

If a child has not been able to do the work because of an unexpected occurrence, a brief note or email from a parent will be accepted without question.

As homework is based largely on core skills and knowledge, children should not have a problem accessing their homework.

The time taken to learn a core skill will vary from child to child. Little and often is the best way to complete these homework tasks. There is a view that brains retain knowledge studied just before bedtime best. Families can experiment with what works best for them.

Golden Target / Golden Mole

Below there are spaces for individual "one off" personal targets. Not all, but some children may have **ONE** extra target at a time. It will be to become secure in a highly specific skill or piece of knowledge. It will be a target which will be essential to that child's future success in school. The child will be responsible for taking the challenge. On achieving it, the child will be able to self award a Golden Mole Certificate.

Golden Mole Target (if applicable)	Target Date	Achieved

PLEASE DO NOT CUT OUT ANY OF THE FOLLOWING PAGES, AN ADDITIONAL COPY WILL BE EMAILED HOME TO ENABLE THE GAMES TO BE PRINTED OUT WHENEVER REQUIRED. THANK YOU.

How to use this resource

Within this document is an extensive range of activities, games and puzzles to play and explore *with* your child each week. They have been designed and chosen to help practice our core key skills in Mathematics and English in a fun and engaging way. For these key skills to stick in our memories and become automatic we need to play, explore and practice them in informal and playful situations. A relaxed approach has been found to be most successful, avoiding any focus on speed and recall. Not learning by rote.

The homework procedure is very simple:

1) **Find a few times each week to dedicate to spellings/phonics and for Mathematics.**
2) **Choose a game from any section and play together as a family.**
3) **Play the games over and over. The more we play, explore and investigate, the more we remember.**
4) **Have some fun!**

Don't forget, school subscribes to three fantastic apps to support homework too.

- Numbots, aimed at children from Foundation Year to Year 3 with a focus on numberbonds (https://play.numbots.com/#/intro)
- Timestables Rockstars aimed at children from Year 2 to Year 6 with a focus on timestables (https://play.ttrockstars.com/auth)
- Spelling shed, aimed at children from Foundation Year to Year 6 (https://play.edshed.com/en-gb/login)

Your child's teacher will issue you with login details for each of these apps. They are all web based, and do not need to be paid for. Follow the url above for each and save to the homepage of your tablet, phone or computer.

Times Tables

Tables to learn this year:

Practise, Practise, practise!

6 Times Table

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

Division of 6

6 ÷ 1 = 6
12 ÷ 2 = 6
18 ÷ 3 = 6
24 ÷ 4 = 6
30 ÷ 5 = 6
36 ÷ 6 = 6
42 ÷ 7 = 6
48 ÷ 8 = 6
54 ÷ 9 = 6
60 ÷ 10 = 6
66 ÷ 11 = 6
72 ÷ 12 = 6

Year 4 is a momentous year with regards to learning times tables. By the end of Year 4 children should know all of their tables and related division facts up to 12x12.

Obviously this is a challenge!

But hopefully, building on the learning in years 1, 2 and 3 your child should be fairly fluent now in the multiplication tables of 2, 3, 4, 5, 8 and 10.

7 Times Table

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

Division of 7

7 ÷ 1 = 7
14 ÷ 2 = 7
21 ÷ 3 = 7
28 ÷ 4 = 7
35 ÷ 5 = 7
42 ÷ 6 = 7
49 ÷ 7 = 7
56 ÷ 8 = 7
63 ÷ 9 = 7
70 ÷ 10 = 7
77 ÷ 11 = 7
84 ÷ 12 = 7

9 Times Table
1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

11 Times Table
1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12 Times Table
1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144

Division of 9
9 ÷ 1 = 9
18 ÷ 2 = 9
27 ÷ 3 = 9
36 ÷ 4 = 9
45 ÷ 5 = 9
54 ÷ 6 = 9
63 ÷ 7 = 9
72 ÷ 8 = 9
81 ÷ 9 = 9
90 ÷ 10 = 9
99 ÷ 11 = 9
108 ÷ 12 = 9

Division of 11
11 ÷ 1 = 11
22 ÷ 2 = 11
33 ÷ 3 = 11
44 ÷ 4 = 11
55 ÷ 5 = 11
66 ÷ 6 = 11
77 ÷ 7 = 11
88 ÷ 8 = 11
99 ÷ 9 = 11
110 ÷ 10 = 11
121 ÷ 11 = 11
132 ÷ 12 = 11

Division of 12
12 ÷ 1 = 12
24 ÷ 2 = 12
36 ÷ 3 = 12
48 ÷ 4 = 12
60 ÷ 5 = 12
72 ÷ 6 = 12
84 ÷ 7 = 12
96 ÷ 8 = 12
108 ÷ 9 = 12
120 ÷ 10 = 12
132 ÷ 11 = 12
144 ÷ 12 = 12

As well as the following games, puzzles and apps to practice and play with your tables, Year 4 will benefit from the schools subscription to 'Times Tables Rock Stars'. Download the app onto your tablet or mobile phone and use the school login.

Times Tables Rock Stars

Bruno Reddy

The Winning Touch – A multiplication game

You will need: 2 or more players; product tiles; The Winning Touch Board game

Print both the game board and the tiles. Cut and join the game board together so that it reads 1-12 in column and row. Cut each tile into playing pieces.

1. All of the tiles are turned facedown and mixed well.

2. Each player chooses two tiles without letting anyone else see them.

3. The first player chooses one of his tiles and places it in the square corresponding to the two factors. For example, 25 must be placed in the column labelled "5" that intersects the row labelled "5".

4. The first player then takes one tile from the facedown pile to have two tiles again.

5. The players take turns placing one tile at a time on the board. To play a tile, it must share a complete side with a tile that is already on the board. Touching a corner is not enough.

6. If a player does not have a tile that can be played, he or she must miss a turn, take a tile from the facedown pile, and keep it in his or her collection.

7. If a player puts a tile on an inappropriate square, the person who catches the error can take that turn, and the person who made the error must take the tile back.

8. The player who plays all his or her tiles first is the winner.

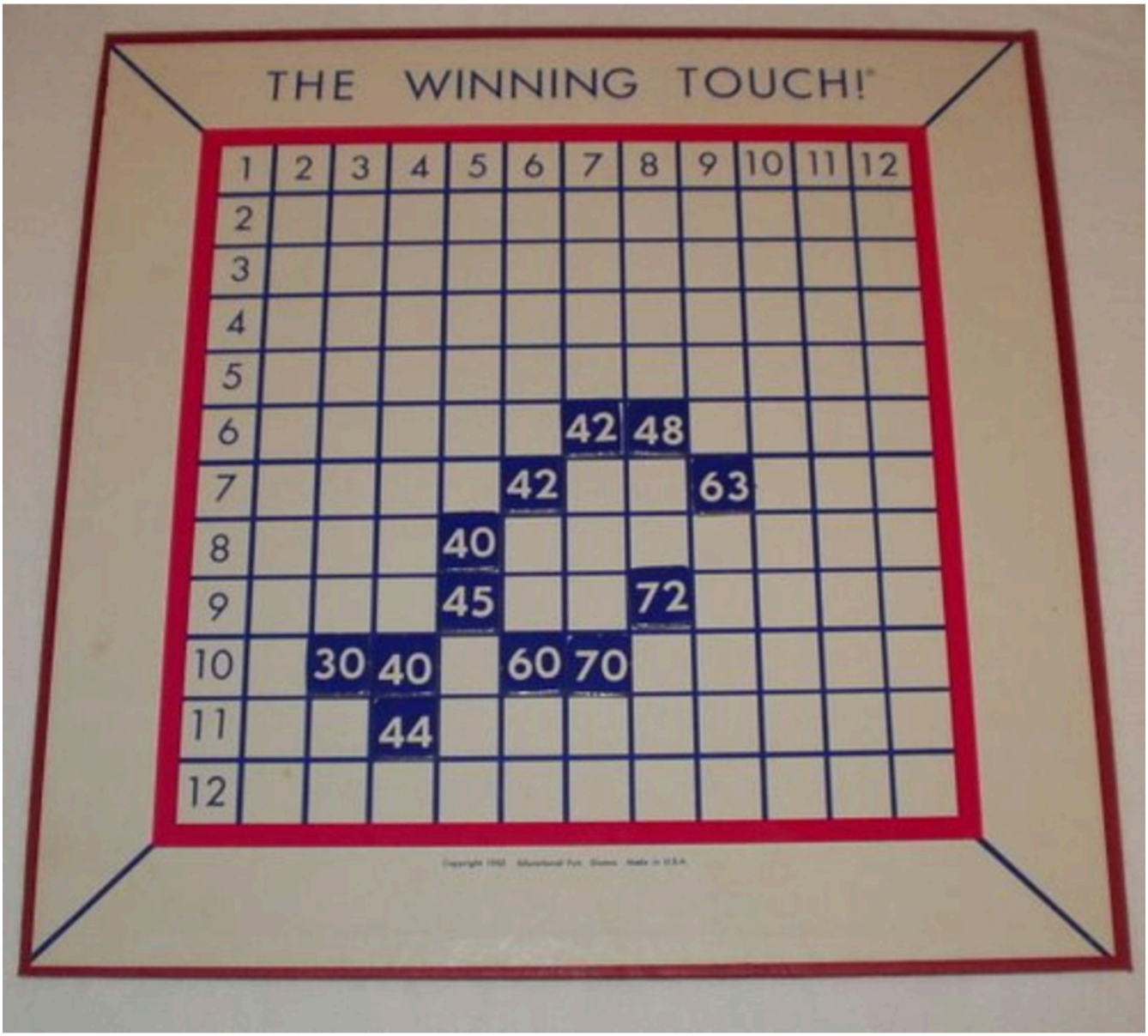
1	2	3	4	5	6	7	8	9	10	11	12
2											
3											
4											
5											
6											

7											
8											
9											
10											
11											
12											

4	6	8	10	12	14	16	18	20	22	24
6	9	12	15	18	21	24	27	30	33	36
8	12	16	20	24	28	32	36	40	44	48
10	15	20	25	30	35	40	45	50	55	60
12	18	24	30	36	42	48	54	60	66	72
14	21	28	35	42	49	56	63	70	77	84

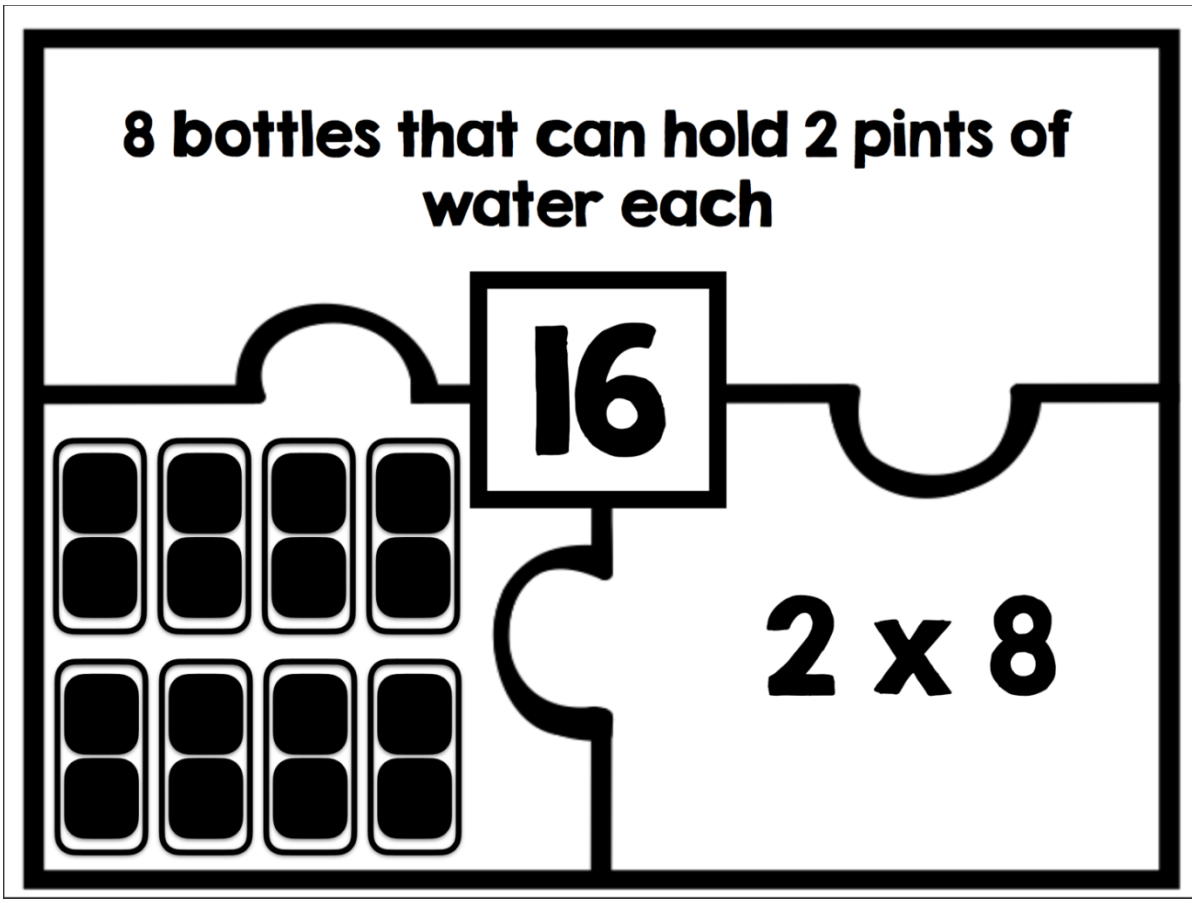
16	24	32	40	48	56	64	72	80	88	96
18	27	36	45	54	63	72	81	90	99	108
20	30	40	50	60	70	80	90	100	110	120
22	33	44	55	66	77	88	99	110	121	132
24	36	48	60	72	84	96	108	120	132	144

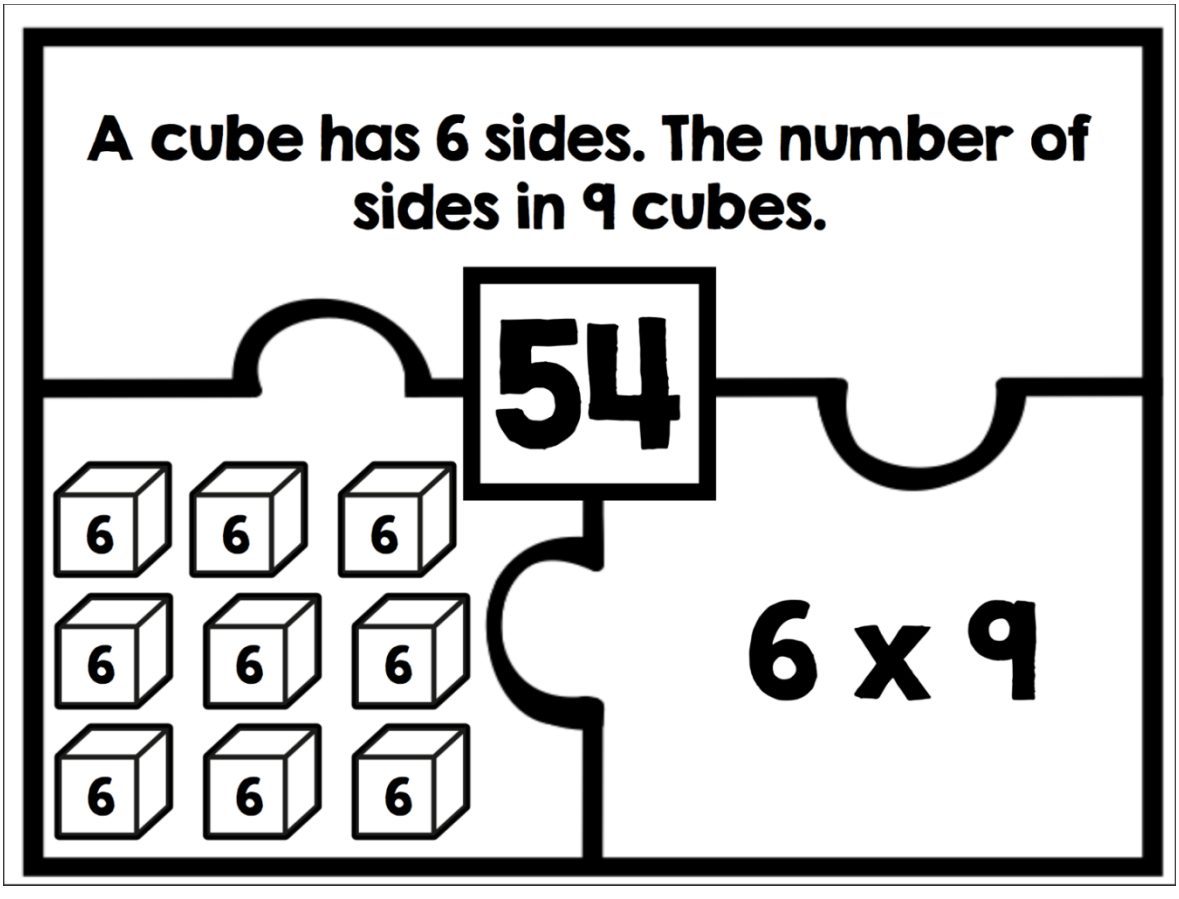
An example of the game in play. It's very similar to scrabble.



Multiplication and division puzzles

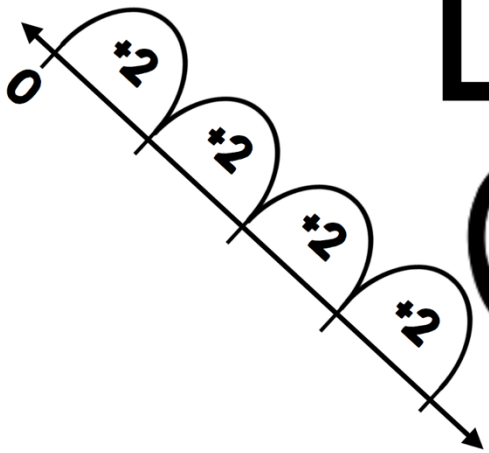
How to play: Print and cut the jigsaws into their pieces; shuffle and join. Each puzzle has four pieces.





Four sticks that are two meters each placed in a line next to each other

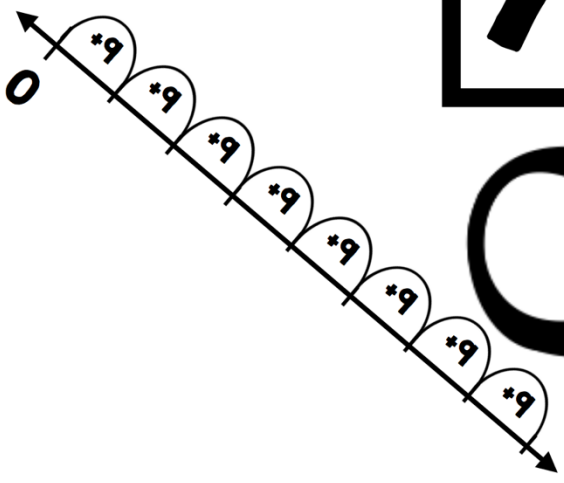
8



2 x 4

It takes 9 meters of thread to sew one shirt. You sew 8 shirts.

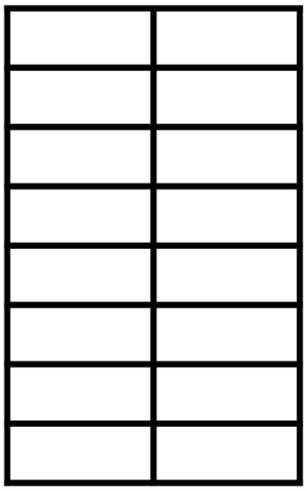
72



9 x 8

8 pairs of shoes lined up

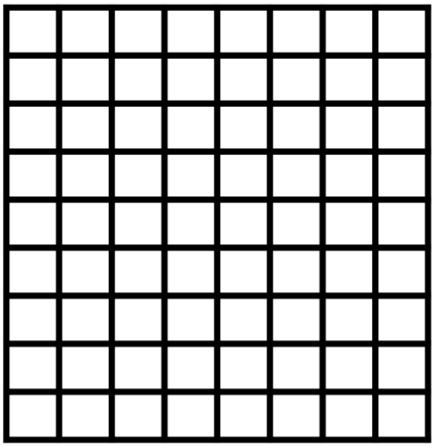
16



8 x 2

8 rows of 9 tiles to cover the kitchen wall

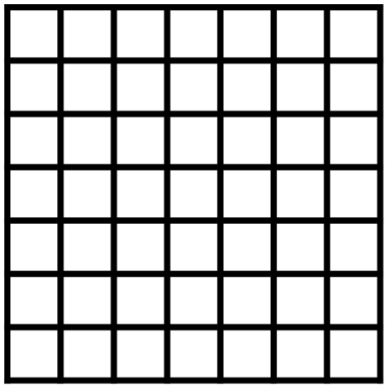
72



8 x 9

The area of a 7 cm by 7 cm square.

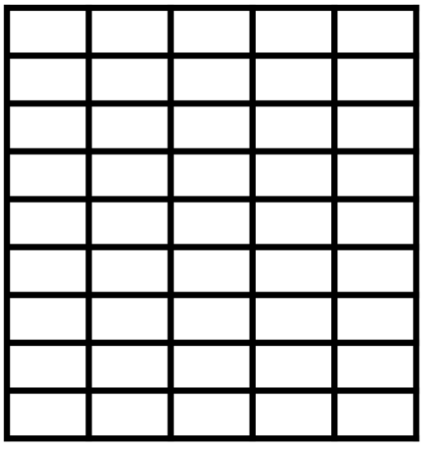
49



7 x 7

A marching band that marches in 9 rows with 5 people in each row.

45

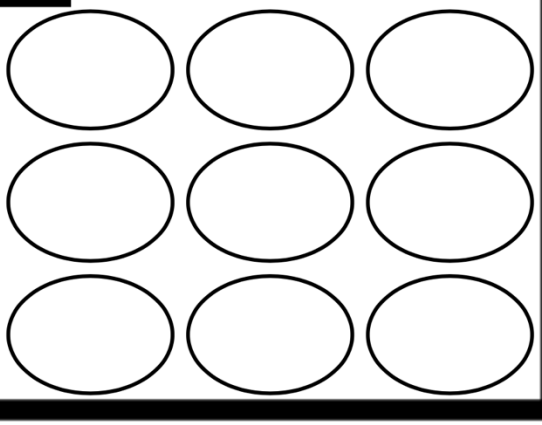


9 x 5

36 cookies shared with 9 friends

4

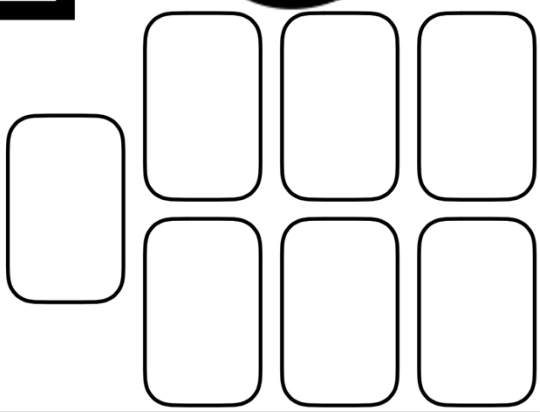
36 ÷ 9



63 potatoes in 7 bags

9

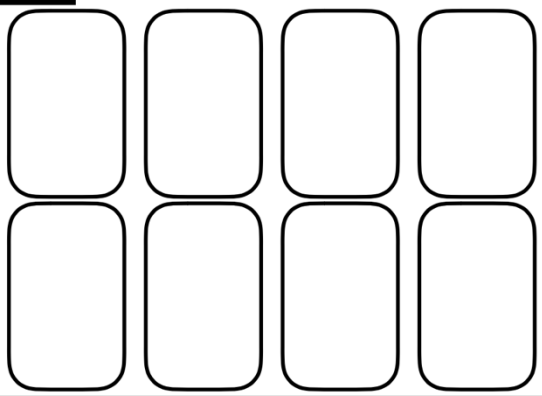
63 ÷ 7



48 photos on 8 pages

6

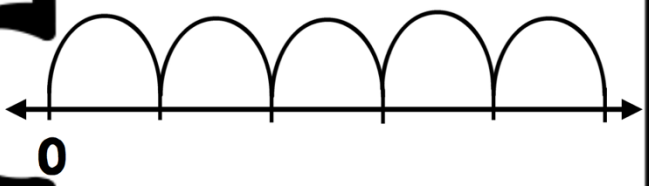
48 ÷ 8



35 meters of fabric make 5 outfits

7

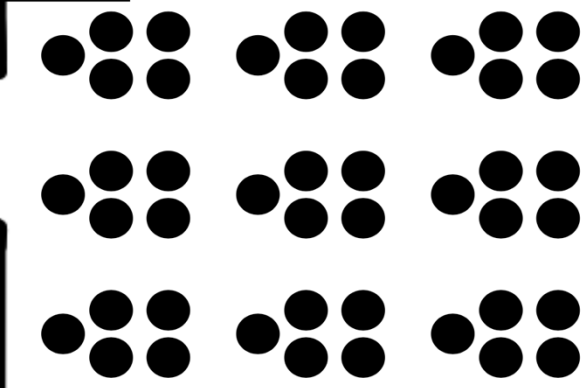
35 ÷ 5



45 apples; 5 apples per apple pie

9

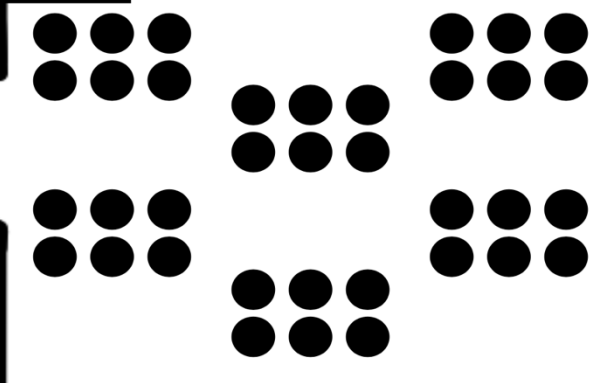
45 ÷ 5



36 people with 6 people on each team

6

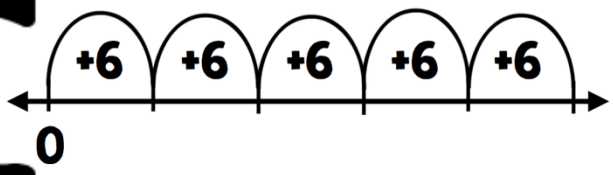
36 ÷ 6



30 centimeters of string cut into pieces that are 6 centimeters each

5

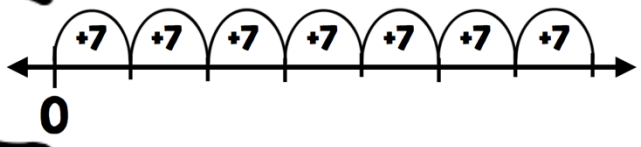
30 ÷ 6



49 meter track with a cone every 7 meters

7

49 ÷ 7



Multiplication Squares

You will need: Game board; two dice; two different coloured crayons

How to play:

1. Roll two dice and multiply. Eg. A 6 and a 4 would equal 24
2. Look for the product on the game board and draw ONE line by connecting any two dots
3. Play passes to next player and repeats
4. Player to close the 'square' claims the square and colours it in
5. The winner is the player with the most squares at the end of the game

Multiplication SQUARES

4	10	24	3	12	4	25	2	15	20
20	30	36	8	15	5	18	30	12	9
18	5	1	24	20	25	6	1	24	8
12	16	25	6	36	3	36	5	4	24
2	9	24	18	12	8	10	4	15	12
5	15	4	30	6	24	12	2	18	3
8	20	36	5	15	4	30	1	3	12
24	6	20	2	18	25	15	6	20	10
3	30	10	30	15	9	6	5	18	4
12	5	16	24	8	3	30	12	10	16

Times Table Apps

Times Tables Game – Multiplication study app £0.00

Disco-G—Times Tables for iPad £0.99

Tap Times Tables £2.99

DoodleTables (Times Tables) £3.99

Maths Times Tables FULL—a fun multiplication learning game for kids £0.99

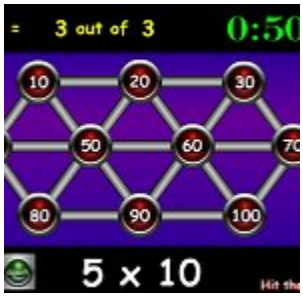
Monster Maths: Year 1—5 £0.00 (In-app purchases £7.99 full version)

Sqeebles Times Tables 2 £2.99

10 minutes a day times tables £0.00

Online Times Table Games

Hit the Button—Quick fire maths practice for 5-11 year olds—Topmarks
https://www.topmarks.co.uk/maths-games/hit-the-button



Connect 4 Factors
http://www.transum.org/Software/Game/Connect4/

Grand Prix Multiplication
http://www.arcademics.com/games/grand-prix/grand-prix.html

multiplication.com—Free multiplication games
http://www.multiplication.com/games/all-games

Number Bonds

Number bonds to learn this year:

Facts within 50 and 100.

By this stage your child should be proficient with equalling 10. This skill is transferable to any number within the sequence 0-100. Just remember this chant:

First, equal 10 then add the 10s!

An example:

A number bond of 70 is 56 + 14.

First equal 10…add the ones 6+4 to equal 10.

Then add the 10s…add all the 10s you've made, 50 + 10 + 10.

Print, cut and play the following games to help practice number bonds and super quick recall of number facts.

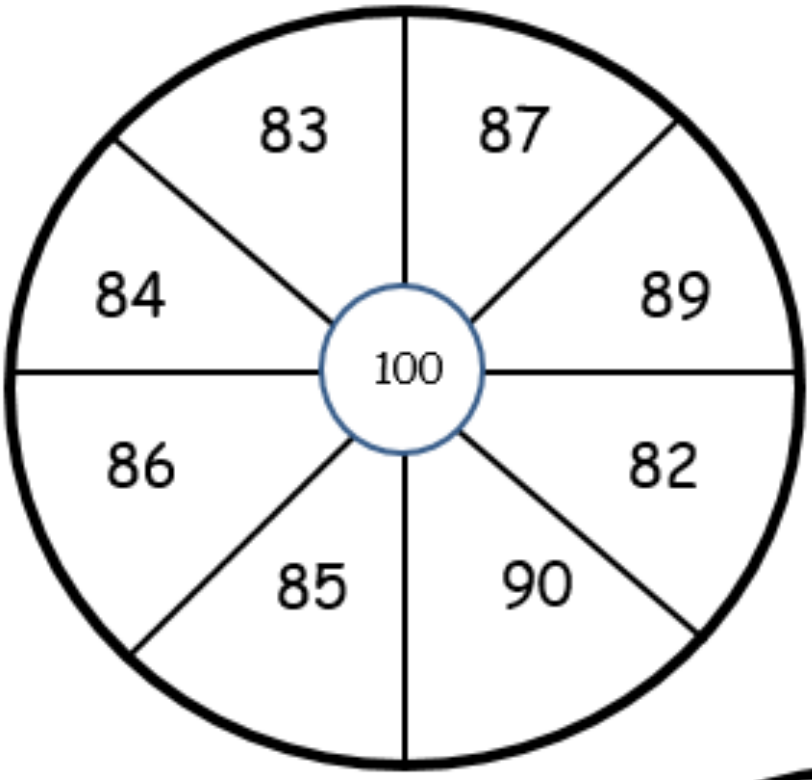
Remember…First, equal 10 then add the 10s.

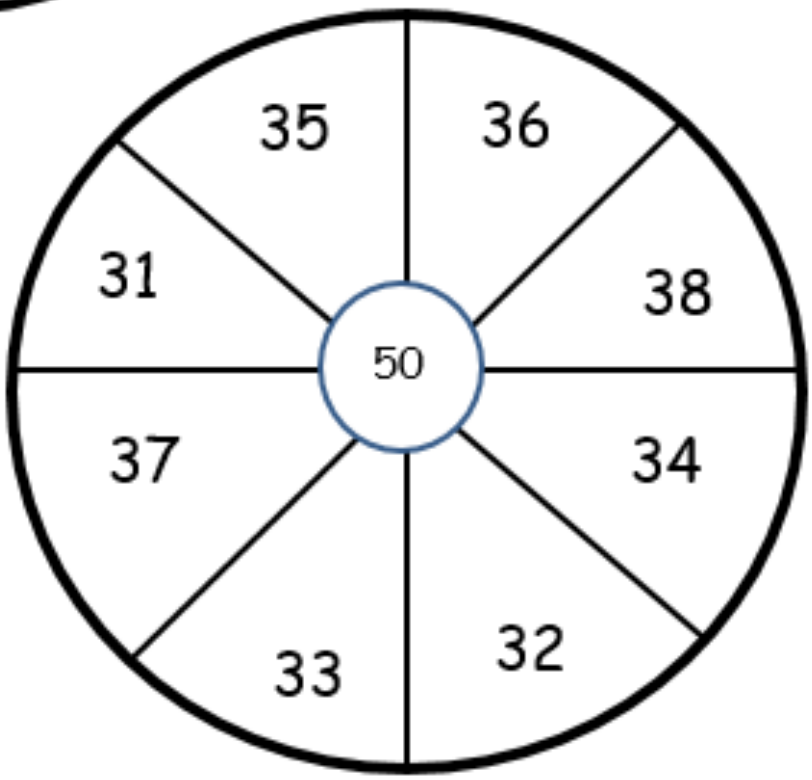
Number bond spinners

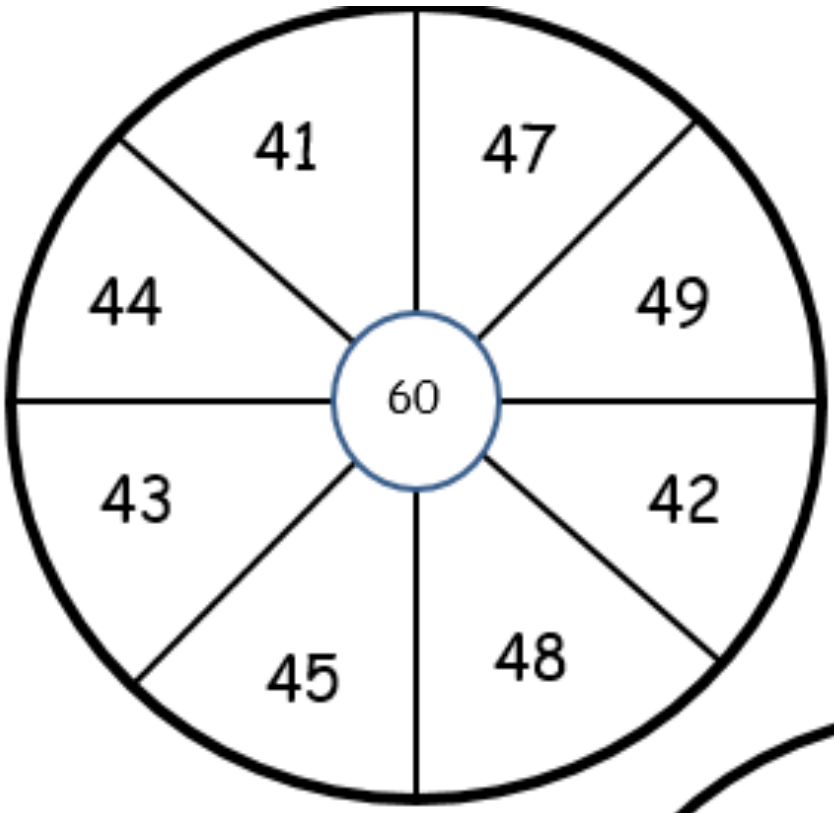
What you need: Number bond spinner of your choice, counters

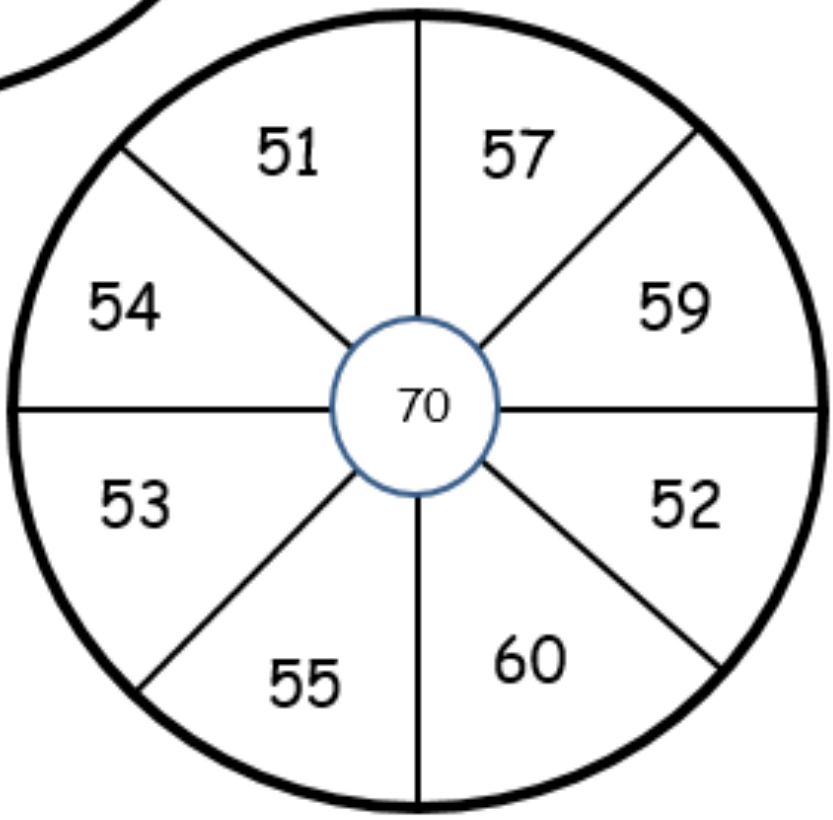
Aim: Spin the spinner and cover the square with the number that needs to be added to equal the target number. The first player to score three in a row, vertically, horizontally or diagonally is the winner.

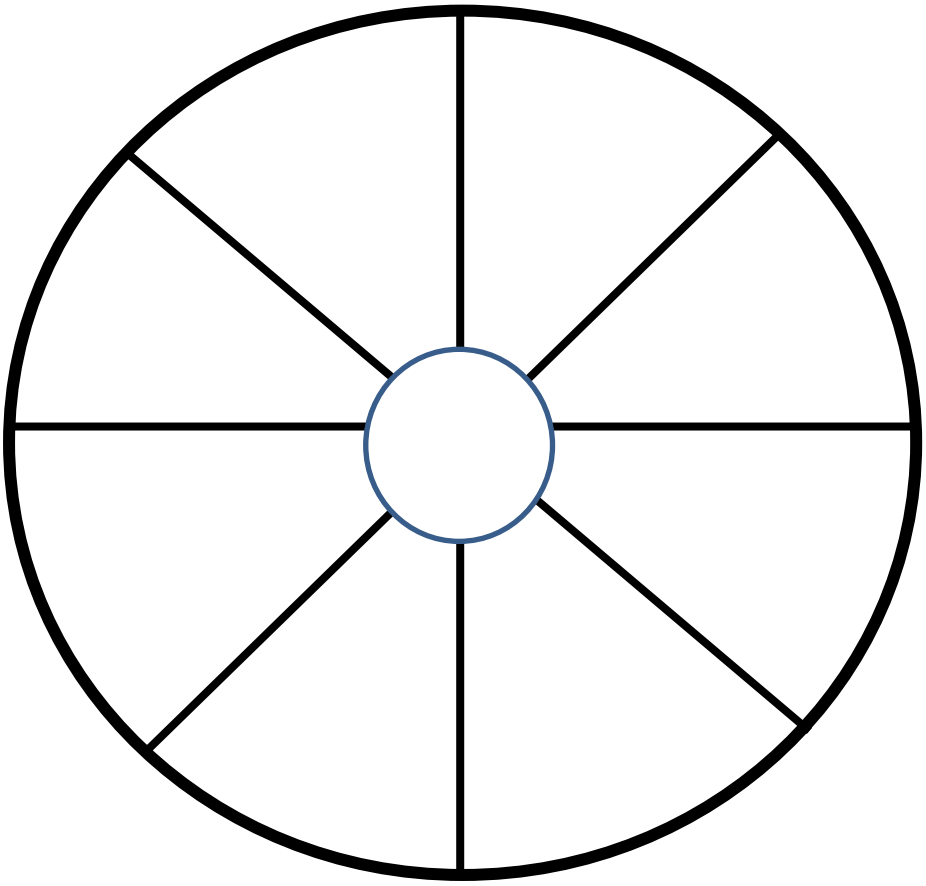
11	15	17	14	19
13	10	16	12	17
15	14	18	11	14
19	18	15	13	16
17	16	12	19	18

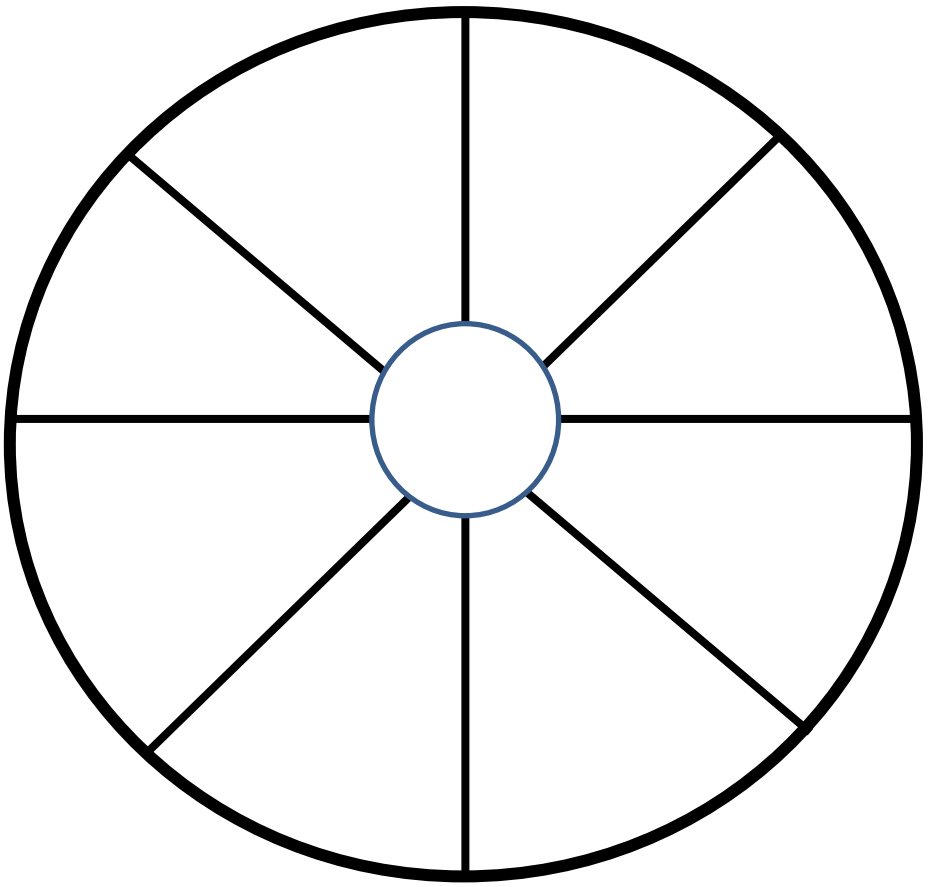

83
87
84
89
100
86
82
85
90


35
36
31
38
50
37
34
33
32


41
47
44
49
60
43
42
45
48


51
57
54
59
70
53
52
55
60





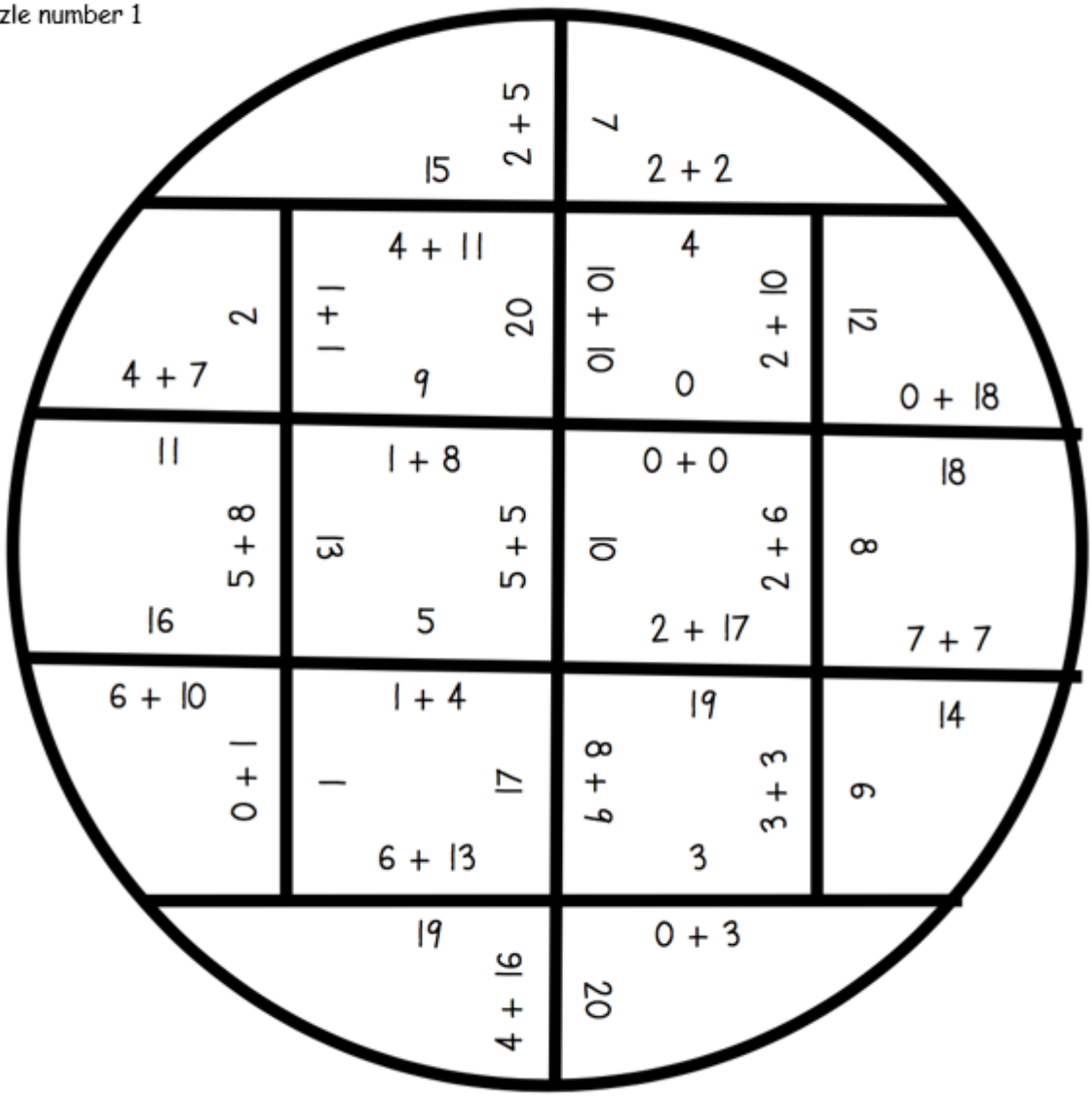
Print these blanks and you can play the game with any number you want…number bonds of 47 anyone?!

To make your spinner simply print, cut, poke a pencil through the centre and spin!

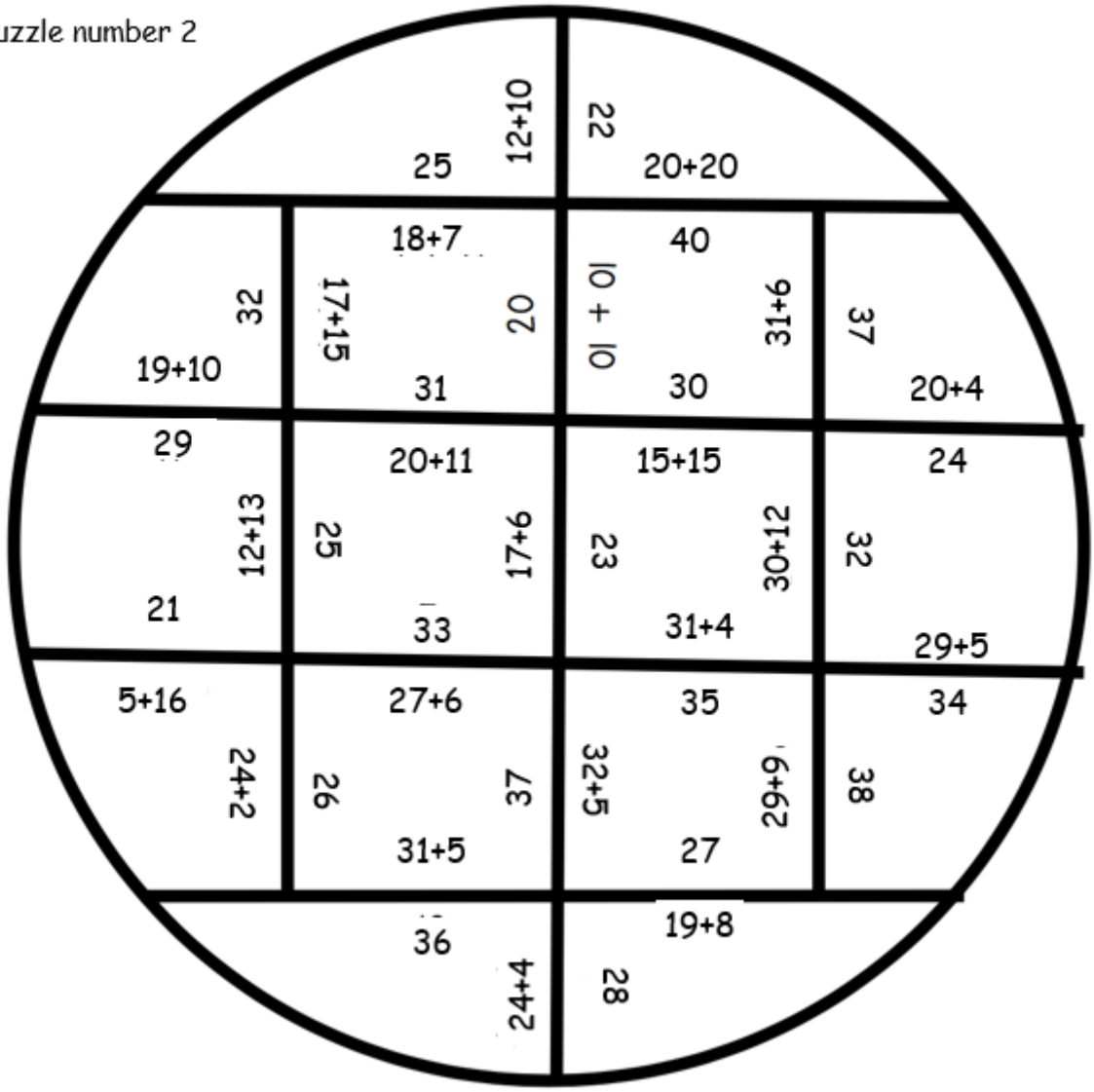
Number Bond Circle Puzzles

These challenging circle puzzles are designed to help you to really know your number bonds up to 100. The puzzles increase in difficulty from number 1 which has number bonds within 20 to number 3 which has number bonds up to 100. Print them, cut them and try to solve them!

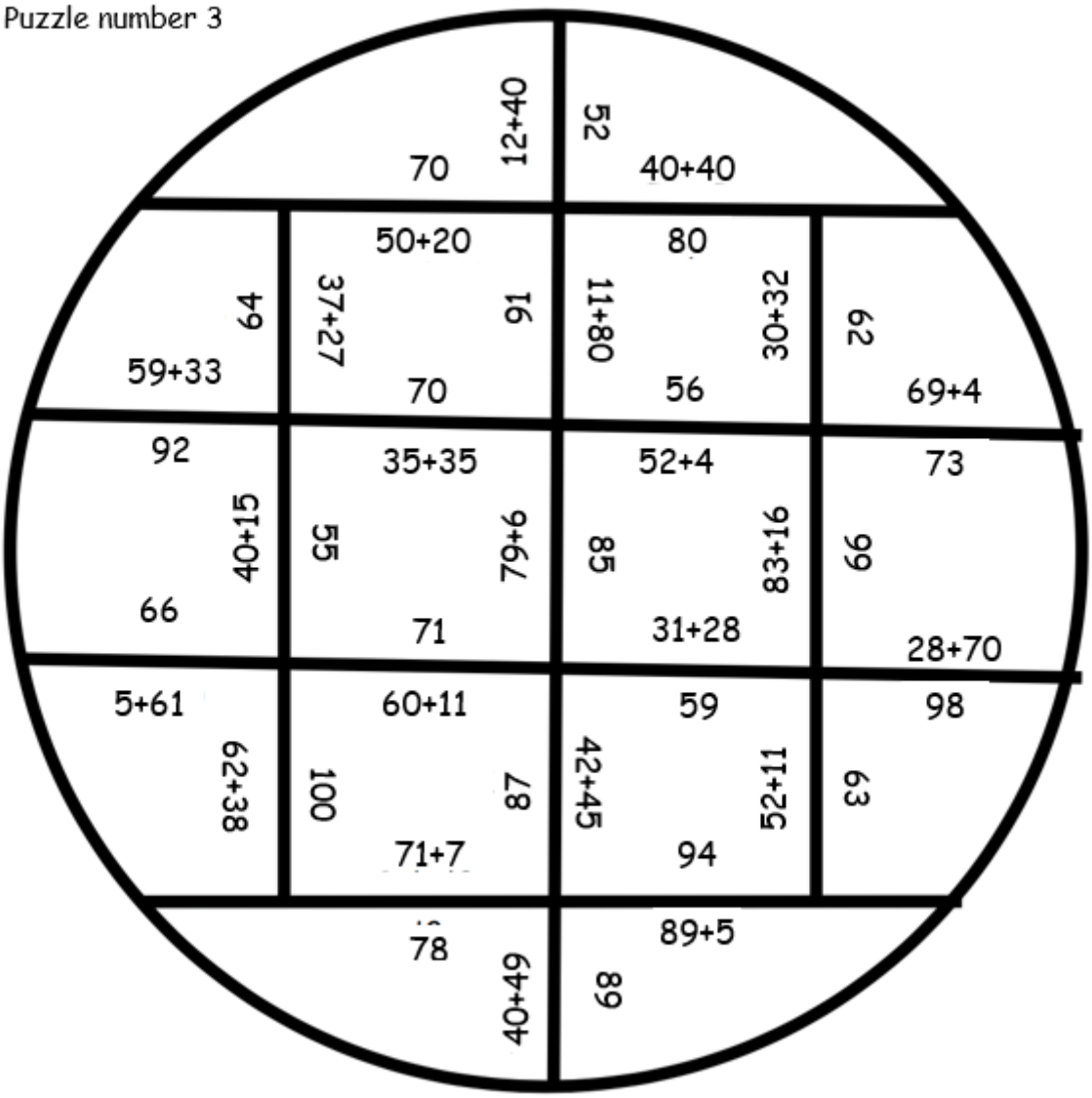
Puzzle number 1



Puzzle number 2



Puzzle number 3



Number Bond APPs

Number Bonds: Addition and Subtraction to 99 £1.99

Number Bonds Pro £1.99

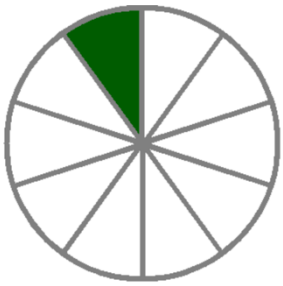
Bubble Pop Number bonds £1.99

Number Fact Fighter £0.99

Maths Magic Number bonds £1.99

Fractions and Decimals

Facts to learn this year:

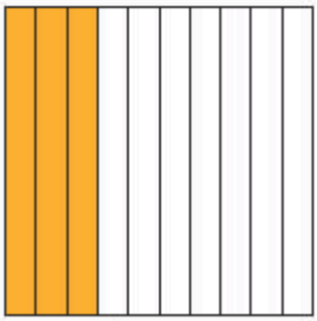


Tenths

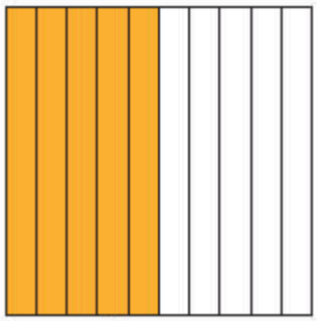
$\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$

Tenths as decimals

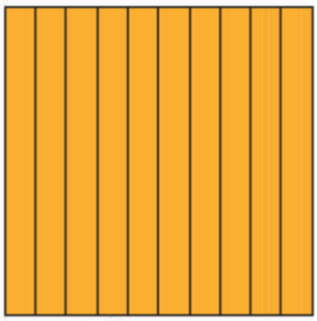
0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0



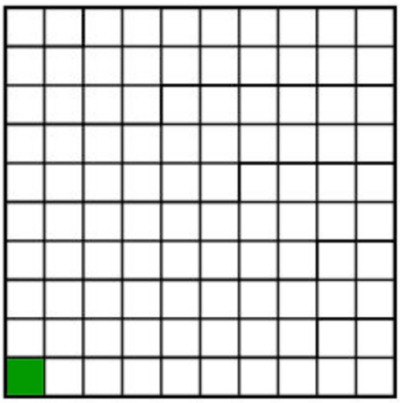
$\frac{3}{10}$ or 0.3



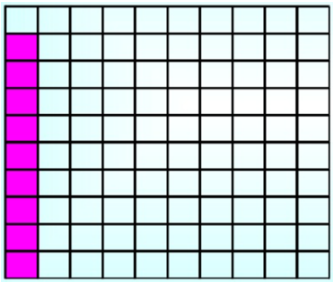
$\frac{5}{10}$ or 0.5



$\frac{10}{10}$ or 1.0



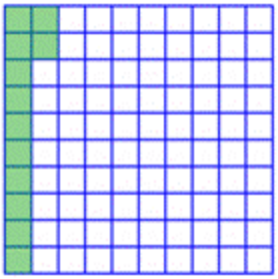
$\frac{1}{100}$ or one hundredth is the same as any other fraction. It is simply 1 part of a whole that is divided into 100 parts. When you write it as a decimal it looks like this, 0.01.



9/100

or

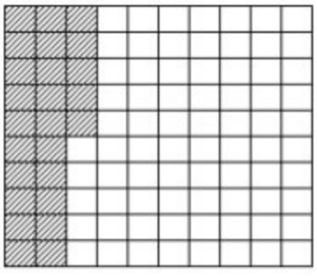
0.09



12/100

or

0.12



25/100

or

0.25

Fraction War

You will need: A deck of cards; Pencils, Paper

How to play: Take away the picture cards. Ace counts as 1.

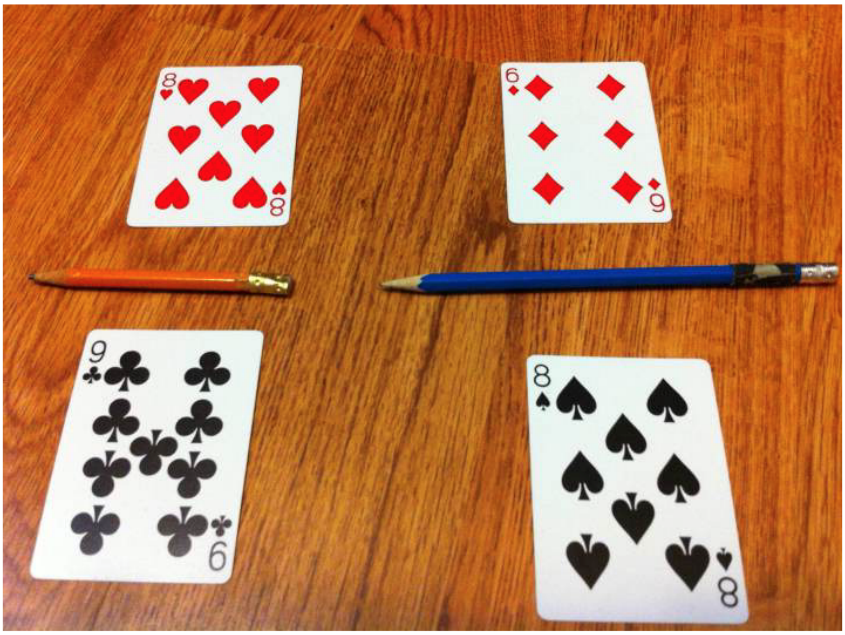
- Shuffle and deal the cards
- Each player places them face down in a pile
- Turn over two cards, both players at the same time, and place them above and below a pencil.
- The player who deals the largest fraction wins all four cards.
- If players deal equivalent fractions there is then a fraction war.
- Play until one player has all the cards or after a given amount of time.

Fraction war rules:

- Turn over two new cards each on top of the previous fraction. Whoever has the larger fraction wins all of the cards.

Tips and tricks:

- If the two fractions have a common denominator, the fraction with the larger numerator is the larger fraction eg. $\frac{3}{5}$ $\frac{2}{5}$
- If two fractions have a common numerator, the fraction with the smaller denominator is larger eg. $\frac{1}{4}$ $\frac{1}{8}$

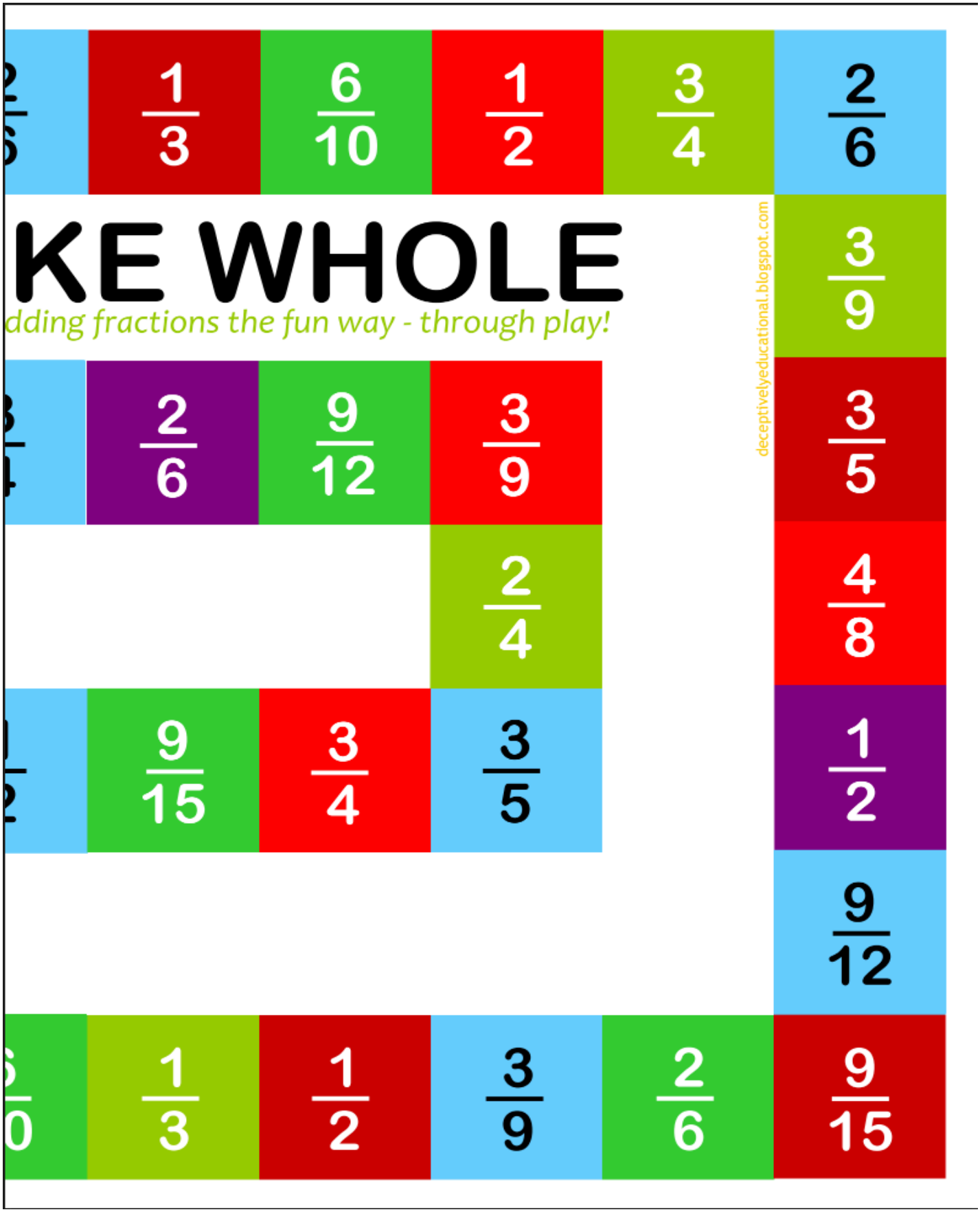


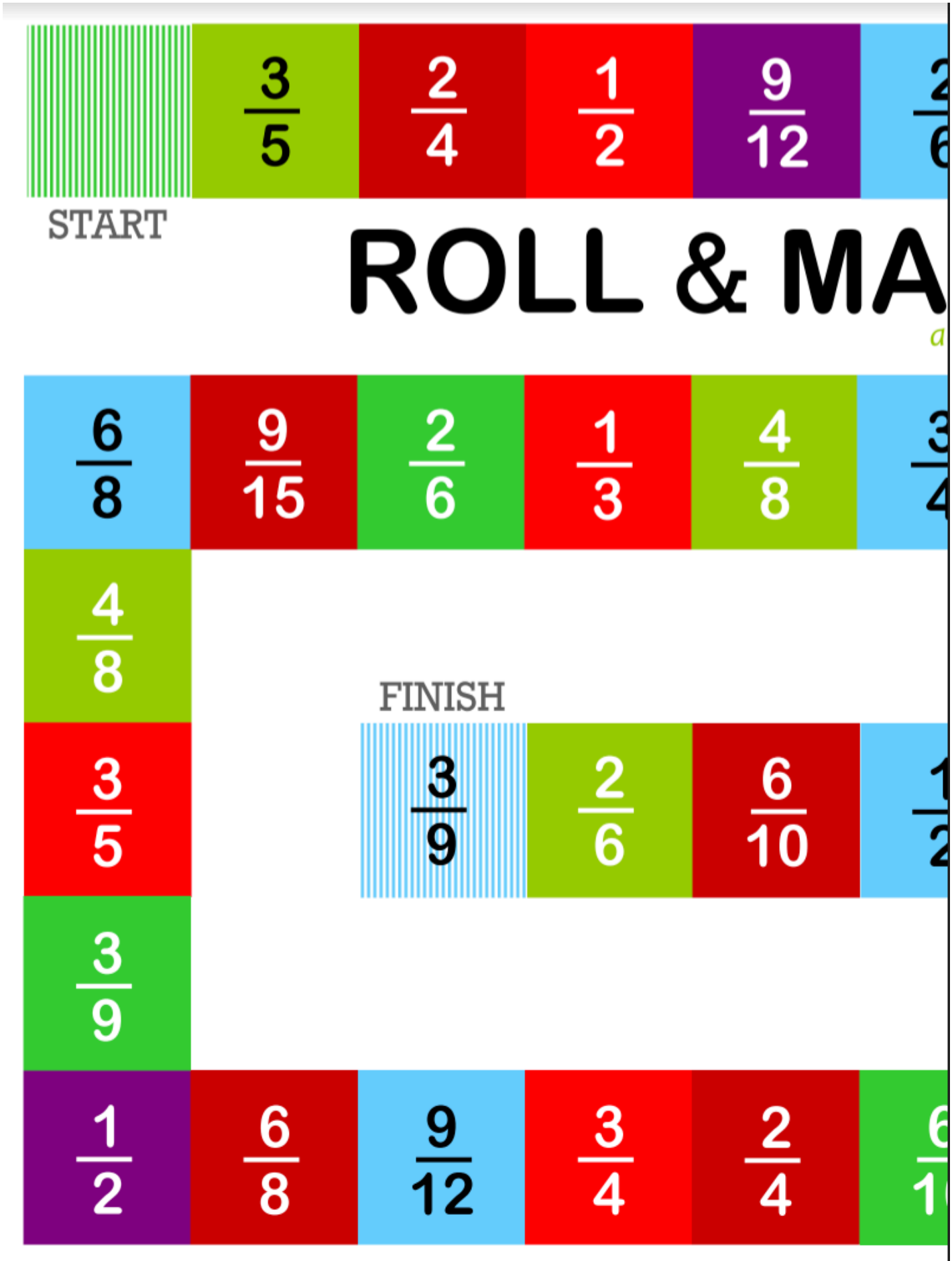
Roll and Make Whole

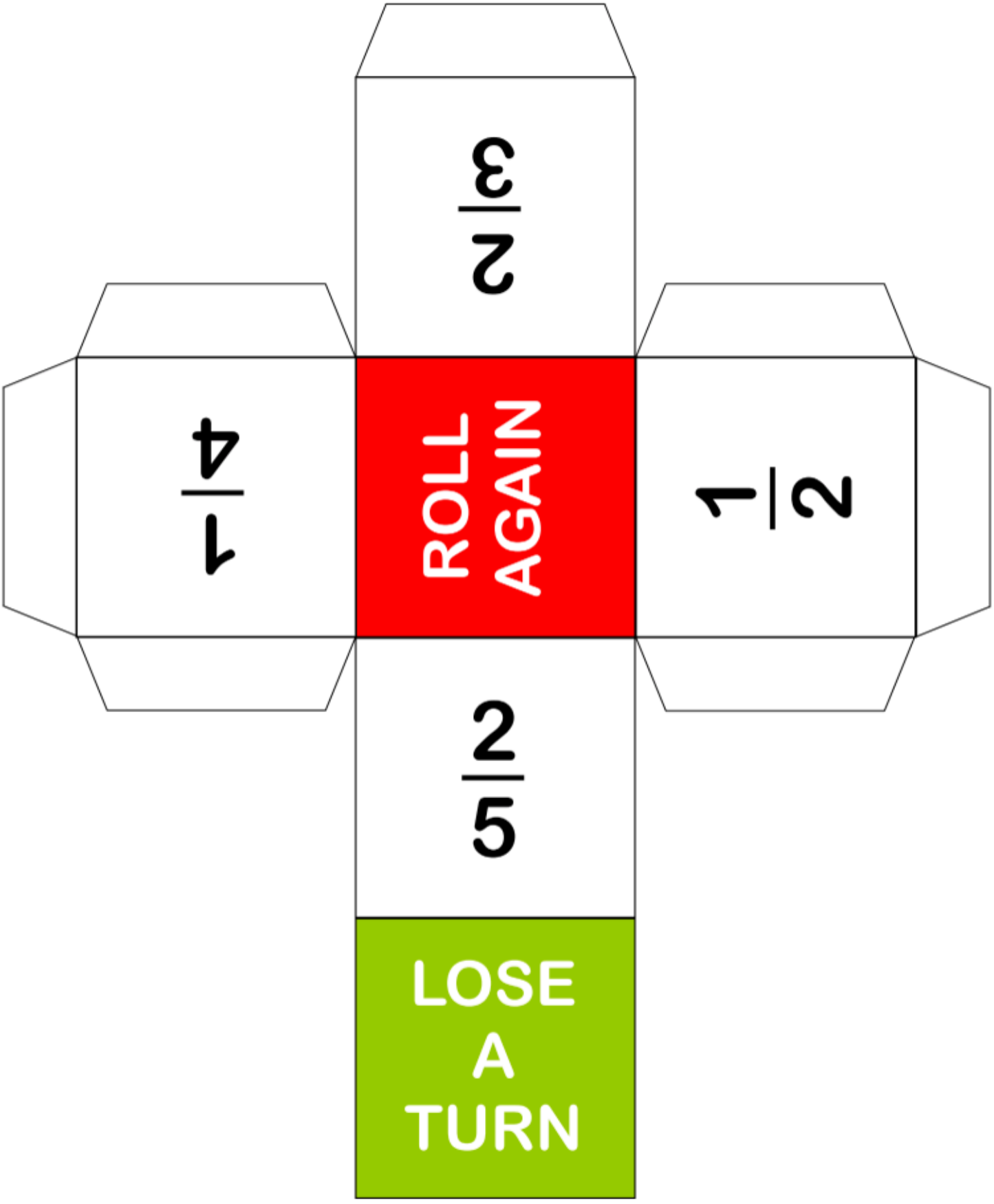
You will need: Game board; dice; counters for each player

How to play:

1. All players put their game piece on the start square. Whatever, fraction is revealed when the dice is rolled is one part of a fraction addition. For example, if you roll 2/5, ask yourself, "what fraction do I need to add to 2/5 to equal one whole?"
2. Then look for the first occurrence on either 3/5 or a fraction that can be reduced to 3/5 (6/10 or 9/15)




START
ROLL &
FINISH


3 | 2
4 | 1
ROLL AGAIN
1 | 2
5 | 2
LOSE A TURN

Money

Facts to learn this year:

The small denomination coins listed above are often overlooked as technology advances and the value of them becomes less and less. As parents we often use contactless payments where no actual money is exchanged. Our children are not very familiar with money and its uses in the real world; particularly coins and particularly those with the least value.

You will also need to know the value of the following notes:

Activities to explore money:

- Give your children their pocket money each week in a different range of small denomination coins. Invite them to trade it up over time as they save into larger coins and notes. small amounts of pocket money each week. Their challenge is to sort their coins into pounds for an exchange. How many 20p coins would you need to exchange for a £5 note?

  During the week, assign a 'salary' to various tasks or jobs around the house. For example; £1.16 for picking tidying their bedroom; £2.27 for making bed every day; £1.67 for setting the table each day; £3.32 for loading, and emptying the dishwasher (if you have one). Again, pay the children in small denomination coins…their 'salaries' make up pocket money for the week.

  Encourage your child to have a savings scheme. Identify a toy or item that they really want and encourage them to store and save their money over time to buy it. Let them visit the shop and use the coins and notes they have saved to buy it. Transactions over the internet and via chip and pin lose their value.

Medium Term Plan - Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words that are homophones**	**Step 7: Words ending in '-ation'**	**Step 13: Words ending in '-sion'**	**Step 19: Words where 'au' makes an /or/ sound**	**Step 25: Words that are homophones**	**Step 31: Challenge Words**
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	**Step 2: Words with the prefix 'in-' meaning 'not'**	**Step 8: Words ending in '-ation'**	**Step 14: Words ending in '-ous'**	**Step 20: Words ending in '-tion'**	**Step 26: Words spelled with 'c' before 'i' and 'e'**	**Step 32: Words that are plurals with possessive apostrophes**
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	**Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'**	**Step 9: Words ending '-ly'**	**Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains**	**Step 21: Words ending in '-sion'**	**Step 27: Words containing 'sol' and 'real'**	**Step 33: Revision words**
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	**Step 4: with the prefix 'sub-' meaning 'below' or further divided**	**Step 10: Words ending '-lly'**	**Step 16: Words where a suffix is added to words ending in 'y'**	**Step 22: Words ending in '-cian'**	**Step 28: Words containing 'phon' and 'sign'**	**Step 34: Revision words Words**
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Objective	**Step 5: Words with the prefix 'inter-' meaning 'between or among'**	**Step 11: Words where 'ch' makes a /sh/ sound**	**Step 17: Words ending in '-ious' and 'eous'**	**Step 23: Words that are adverbs of manner**	**Step 29: Words with the prefixes 'super-', 'anti-' and 'auto**	**Step 35: Revision words**
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Words with the prefix 'bi-' meaning 'two'**	**Step 36: Revision words**
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Spelling Strategies:

The following strategies can help to remember spellings as well as making it more fun.

Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example:
My cat wears a yellow hat when she goes dancing.

Backwards Words

Write out your spelling words forwards and then backwards.

Example:
home emoh

Across and Down

Write each word across and down, sharing the same first letter.

Example: when
h
e
n

Bubble Words

Write your spelling words in bubble letters. After you have written them you can colour them in with crayons.

Headlines

Cut letters out of newspapers and magazines to spell out your words. Stick them down to a piece of paper.

Curly Words

Firstly, write your spelling words out in normal letters. Then write them again in curly letters!

Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.

Three Times

Write each of your spelling words three times using a different coloured crayon or pen each time.

Rainbow Words

First write your spelling words in pencil.
Trace over the words 5 times using a different coloured crayon each time.

Pyramid Writing

Pyramid write your spelling words.
Try to write them neatly!

Example:
s
so
som
some

ABC Order

Write out your spelling words in alphabetical order.

Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotty.

3D Words

Make your spelling words out of playdough or clay.

Connect the Dots

Write your spelling words using dots. Connect the dots you've drawn over them with a coloured pencil.

Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.

Air Write

Write your spelling words in the air with your finger. Ask someone to read your words as you write. You could also ask someone to air write while you read the word!

Acrostic Poem

Choose one of your spelling words.
Write and acrostic poem using that word.
Illustrate your poem.

Example: sun

Summer is here
Under the rays
New flowers grow

Blue Vowels

Write each of your spelling words.
Trace the vowels in your words with a blue coloured pencil.

Vowels: a e i o u

a e i o u
i u a o e
a e i o u
a o i e u
u e i o a
o a i e u
a e i o u
i u a o e
a e i o u
a o i e u
u e i o a
o a i e u

Spelling Shapes

Count your spelling words. Draw one shape for each word. Now write a spelling word in each of the shapes.

Example:

when

four

nice

Upper and Lower

Write each of your spelling words two times.
First, write each word in upper case letters.
Then write each word in lower case letters.

Strategies to help…

Use the Look - Say - Cover - Write - Check method

Look at the word you are trying to spell, say the word out loud, cover the word with a piece of paper. Write the word down, check you have spelt it correctly.

Rainbow Words

Write your first word in **pencil**. Check that the word is **spelt correctly**.

Trace over the words 5 times using a **different** coloured crayon each time.

S S Spelling

1. Choose your word.
2. Write the word **3** times on your piece of paper.
3. Write it as **many times** as you can in a minute.
4. Write the word as **neatly** as you can.
5. Write it with your **eyes shut**.
6. **Turn** your piece of paper over.
7. Write your word as **big as you can** and check you have spelt it correctly.

Follow the rule!

How many new words can you find using the rules from your list?

Create your own mnemonics.

Because – **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants

Necessary – **N**ever **E**at **C**ress, **E**at **S**alad **S**andwiches

Believe – Never believe a **lie**

Separate – There's **a rat** in separate.