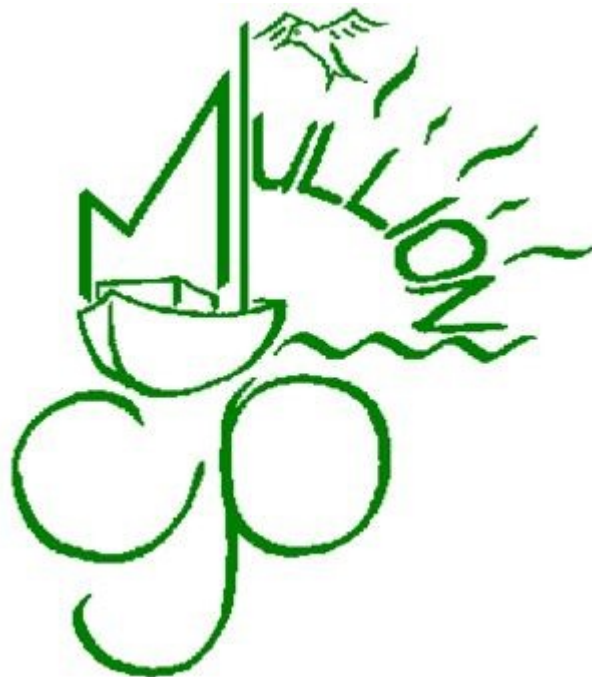




Spelling Booklet

Year 4



Speech Sounds

When we speak we use 44 speech sounds. All the words in English are made up of just 44 sounds. There are about 24 consonant speech sounds and 20 vowel sounds.

The consonant speech sounds

Some of the consonant speech sounds can be **stretched** and others can be **bounced**. The shaded boxes below contain 'stretchy' sounds.

b as in boot	c as in cat	ch as in chips	d as in dog	f as in fish	g as in gate	h as in hen	j as in jam	l as in leg	m as in moon	n as in net	ng as in king nk as in think*
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p as in pen	qu as in queen	r as in red	s as in sun	sh as in shell	t as in tree	th as in thumb	v as in vet	w as in web	x as in exercise	y as in yak	z as in zebra
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* $nk = ng + k$

The vowel speech sounds

✳ With your partner, take turns saying these sounds to each other.

a as in at	e as in hen	i as in in	o as in on	u as in up	ay as in day	ee as in see	igh as in high	ow as in blow
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oo as in zoo	oo as in look	ar as in car	or as in for	air as in fair	ir as in whirl	ou as in shout	oy as in boy	ire as in fire	ear as in ear	ure as in pure
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Different ways of spelling speech sounds

There are different ways to spell each of the speech sounds.

Consonant Speech Sounds

<i>b</i>	<i>c</i>	<i>ch</i>	<i>d</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>j</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>ng</i> <i>nk</i>
b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gue	h	j g ge dge	l ll le	m mm mb mn	n nn kn gn	ng nk

<i>p</i>	<i>qu</i>	<i>r</i>	<i>s</i>	<i>sh</i>	<i>t</i>	<i>th</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

Vowel Speech Sounds

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>	<i>ay</i>	<i>ee</i>	<i>igh</i>	<i>ow</i>	<i>oo</i>
a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou

<i>oo</i>	<i>ar</i>	<i>or</i>	<i>air</i>	<i>ir</i>	<i>ou</i>	<i>oy</i>	<i>ire</i>	<i>ear</i>	<i>ure</i>
oo	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure

Year 3/4 Common Exception Words

These are the statutory words that all children in Year 3 and 4 are expected to be able to spell. They are words that do not follow the rules and patterns of spelling. The children learn these as 'orange words' throughout spelling lessons.

Spelling word list for Year 3 and Year 4



100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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

Year 4 Spelling Sequence

Read Write Inc Spellings – Year 4

Unit	Spelling Focus
Unit 1	Add the prefix mis- Revise un- in- dis-
Unit 2	Words ending in zhuh spelt -sure
Unit 3	Adding the prefix auto-
Unit 4	Adding the suffix -ly
Unit 5	Adding the prefix inter-
Unit 6	Words with the ay sound spelt eigh, ei, ey
Unit 7	Words ending in -ous
Unit 8	Words with the s sound spelt sc
Unit 9	Words ending in zhun spelt -sion
Unit 10	Adding il- Revising un- mis- dis-
Unit 11	The c sound spelt -que The g sound spelt -gue
Unit 12	Adding ir- to words beginning with r
Unit 13	Adding the suffix -ion
Unit 14	Adding the suffix - ion (2)

Spelling Strategies

The children are taught spelling through Read Write Inc lessons where they are introduced to the patterns and rules of a particular spelling. This knowledge is then applied through our spelling strategy.

This flowchart shows the process we use for spelling an unfamiliar or new word. It applies everything they have been taught in a practical and systematic way.

