



Spelling Homework at Hampton Junior School

Spring Term – Year 4

At Hampton Junior school, we aim to build strong, accurate and confident spelling skills so that our children can communicate clearly and effectively throughout their learning journey. Within this document, you will find the following:

- 1) The year 4 spellings for the spring term
- 2) Spelling strategies the children can use to practise their spelling words
- 3) Expectations around spelling homework

1. Spelling Overview for the term

Week Commencing	Group 1 Year 3/4 spellings	Group 2 Year 2/3/4 spellings	Group 3 Year 2 spellings
Tuesday 6 th January Week 1	calendar breath breathe build busy	anticlockwise antiseptic antisocial autobiography autograph	knee know knock knit known
Monday 12 th January Week 2	business caught centre century certain	redo refresh return reappear redecorate	write written wrote wrong wreck
Monday 19 th January Week 3	early earth circle complete consider	subdivide subheading submarine submerge	table fable apple bottle little
Monday 26 th January Week 4	continue decide describe different difficulty disappear	information adoration sensation preparation admiration	tunnel travel towel tinsel camel
Monday 2 nd February Week 5	eight eighth enough exercise experience	sadly usually completely finally happily	hospital metal legal pedal capital
Monday 9 th February Week 6	experiment extreme famous favourite February	angrily gently simply basically nobly	cry fly dry reply supply

HALF TERM			
Monday 23 rd February Week 1	forward fruit grammar group guard	measure treasure pleasure enclosure creature	cries denies lies replies tries
Monday 2 nd March Week 2	guide heard heart height history	furniture picture nature adventure	flying fried crying cried trying tried
Monday 9 th March Week 3	imagine increase important interest island	division invasion confusion decision collision	lay laid laying say saying
Monday 16 th March Week 4	knowledge learn length library material	television erosion fusion passion pension	happier happiest dry drier driest
Monday 23 rd March Week 5	medicine mention minute natural naughty	dangerous famous enormous humorous courageous	hiking hiked hiker nicer nicest

2. Spelling Strategies

Below are a range of spelling strategies you could use to practise your spellings.

Blue Vowels!

Write each of your spelling words.
You will need a blue coloured pencil.
Trace over the vowels in each word with your blue coloured pencil.

Vowels = a e i o u

UPPER and Lower

Write your spelling words twice each.
First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

*Example- SLIDE slide

Three Times!

Write each spelling word three times.
First, write each word in pencil.
Second write each word in crayon.
Third, write each word in marker.
You MUST write neatly!

Pyramid Writing

"Pyramid write" your spelling words.
You must write neatly!

*Example: home h
ho
hom
home

Colourful Words

Write each of your spelling words.
Write each letter using a different colored pencil

*Example- colourful

Rainbow Write

First write each word in pencil. Then trace over each word three times.
Each time you trace, you must use a DIFFERENT colour pencil. Trace neatly and you will see a rainbow!

Across and Down

Write each of your spelling words across and then down (starting with the first letter).

*Examples- w h e n f o u r
h o
e u
n r

Words Within Words

Write each spelling word and then write at least two words made from the same letters that is hidden inside the word.

Example: slide
side lie lid led etc.

3. Spelling homework expectations

At Hampton Junior School, we expect that your child practises their spelling homework a minimum of x5 times per week which is then evidenced in their home school diary as a tick.

Each week, the spelling words will be posted on Google Classroom too!

We would like your child to select at least **3 different strategies** to practise their words which they can complete in a notebook or a piece of paper at home so they are ready for their weekly test which is administered in school.

In addition to the strategies above, you may choose to use alternative strategies that work for your child, please see examples below:

- Writing a definition for each word
- Using each word within a sentence
- Tracing the words in sand
- Building the words using magnetic letters
- Creating the words using blocks
- Writing words on a post it notes
- Creating mnemonics for each word
- Writing the words, using chalk, on the pavement
- Writing the words on the window using an erasable pen