



Little Heaton CofE Primary School

Year 4

End of Year Expectations

In this pack you will find:

*Year group age related expectations (The key objectives to be at the expected level for your child's year group) for Reading, Writing and Maths.

*Writing age expectation mat- to help you and your child with what they need to include when writing at home and in school for their age - this includes spelling facts for your child's year group.

*Guides for helping you with ways to practise reading, spelling and maths in fun ways.

*Spelling expectations from Reception to Year 6 so that you can check the words your child needs to be able to read and spell, correctly according to their age.

*Maths packs: Time tables, shape knowledge, 100 square.

Please use this pack to help you when practising the key skills of reading, writing and maths facts at home. If you require any other helpful packs/ posters- ask your class teacher or send a request via the school office with: your child's name, class and the 'request for an information pack for or arrange a meeting with a subject leader for the area you may have questions about.

Our Christian values.



Name:

Number – Number and Place Value

I can:

- ☐ count in multiples of 4, 7, 9, 25 and 1000
- ☐ find 1000 more or less than a given number
- ☐ count backwards through zero to include negative numbers
- ☐ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- ☐ order and compare numbers beyond 1000
- ☐ identify, represent and estimate numbers using different representations
- ☐ round any number to the nearest 10, 100 or 1000
- ☐ solve number and practical problems that involve all of the above and with increasingly large positive numbers
- ☐ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number – Addition and Subtraction

I can:

- ☐ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ☐ estimate and use inverse operations to check answers to a calculation
- ☐ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – Multiplication and Division

I can:

- ☐ recall multiplication and division facts for multiplication tables up to 12 x 12
- ☐ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 10 and 100; dividing by 10; multiplying together three numbers
- ☐ recognise and use factor pairs and commutativity in mental calculations
- ☐ multiply two-digit and three-digit numbers by a one-digit number using formal written layout

- ☐ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number – Fractions

I can:

- ☐ recognise and show, using diagrams, families of common equivalent fractions
- ☐ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- ☐ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- ☐ add and subtract fractions with the same denominator
- ☐ recognise and write decimal equivalents of any number of tenths or hundredths
- ☐ recognise and write decimal equivalents to 1/4, 1/2, 3/4
- ☐ find the effect of dividing a one- or two-digit number by 10 and 100; identifying the value of the digits in the answer as ones, tenths and hundredths
- ☐ round decimals with one decimal place to the nearest whole number
- ☐ compare numbers with the same number of decimal places up to two decimal places
- ☐ solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

I can:

- ☐ convert between different units of measure (for example, kilometre to metre, hour to minute)
- ☐ measure and calculate the perimeter of a rectilinear figure (excluding squares) in centimetres and metres
- ☐ find the area of rectilinear shapes by counting squares
- ☐ estimate, compare and calculate different measures, including money in pounds and pence
- ☐ read, write and convert time between analogue and digital 12- and 24-hour clocks
- ☐ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – Properties of Shapes

I can:

- ☐ estimate, compare and calculate different measures, including money in pounds and pence
- ☐ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ☐ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ☐ identify lines of symmetry in 2-D shapes presented in different orientations
- ☐ complete a simple symmetric figure with respect to a specific line of symmetry

Geometry – Position and Direction

I can:

- ☐ describe positions on a 2-D grid as coordinates in the first quadrant
- ☐ describe movements between positions as translations of a given unit to the left/right and up/down
- ☐ plot specified points and draw sides to complete a given polygon.

Statistics

I can:

- ☐ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs.
- ☐ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Y3/Y4 Reading Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to usually read fluently, decoding longer words with support, testing out different pronunciations.	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -sion and -clan (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
to read most Y3/Y4 exception words (as listed in Appendix 1*) noting the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by	
<ul style="list-style-type: none"> reading with an awareness of audience, (e.g. changes in intonation and pace). reading books that are structured in different ways for a range of purposes and participating in discussions about them. using appropriate terminology when discussing texts (plot, character, setting). 	
to understand what they read in books they can read independently, by	
<ul style="list-style-type: none"> predicting what might happen from details stated and implied. drawing simple inferences with evidence such as inferring characters' feelings. 	
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.	

• These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 4 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a coherent plot.	
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
To create more detailed settings, characters and plot in narratives to engage the reader.	
To consistently organise their writing into paragraphs around a theme.	
To maintain an accurate tense throughout a piece of writing.	
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use all the necessary punctuation in direct speech mostly accurately.	
To use apostrophes for singular and plural possession with increasing confidence.	
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell all of the Year 3 and 4 statutory spelling words correctly.	
To consistently use a neat, joined handwriting style.	

Writing Mat Expected Year 4

Spellings... I need to know **almost all** of these:

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

Does it All Agree?

Check through your work for:

was/were is/are

Is your writing in the correct tense?

Don't forget your paragraphs!

Which is Witch?

Don't Muddle Your Homophones

there/their/they're your/you're

our/are accept/except

two/too/to whether/weather

Know your Prefixes

un- means not

pre- means before

mis- means wrong

super- means above

re- means again

sub- means under

inter- means between

anti- means against

auto- means self

im/ir/in/il- mean not

Top Tip: Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

Front it Out!

Use fronted adverbials with a comma.

After the storm, Running for his life,

Behind the clouds, All of a sudden,

Before lunch, Waiting anxiously,

Super Suffixes!

-ation

preparation sensation

-ous

courageous curious serious

-ly

gently angrily frantically

Punctuation Power!

A Capital letters for the start of sentences, names and places.

. A full stop at the end of a sentence.

! Exclamation marks for exclamations or surprise.

? Question marks for questions.

, Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.

, Commas to separate items on a list.

" " Inverted commas around speech.

Expanded Noun Phrases:
Get Descriptive!

the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

twinkl

visit [twinkl.com](https://www.twinkl.com)

Help your child with

reading

I spy

Play 'I Spy' games.
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

Top Tips

For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

Help your child with

maths

I spy

...make a game of spotting shape and patterns in real life

Get tools

...make tools like rulers, weighing scales, calculators and measuring tapes easily accessible around the house.

Use games

...encourage games such as card games or board games that involve counting or patterns.

Cook up a storm

...use measuring out ingredients to reinforce maths skills.

Ask questions

...ask questions comparing real life things. Which do you think is... the tallest, the smallest, the heaviest, the longest, the fastest, the most expensive?

Talk about it

...find out what skills are being taught in maths lessons and for homework. Be sure to ask about how answers were worked out!

Go online

...look online & in app stores for appropriate number and problem-solving games.

Out and about

When shopping count up the shopping and count out change together.

Involve maths in everyday life.

Money, cooking, music, computers, art, construction etc...

any real life situation!

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





Practical Maths Activities





A Guide for Parents



Children's early maths skills start to develop from birth, as they are instinctively attracted to the shapes that make up the human face. As they grow and develop, they continue to learn through their play and sensory experiences. The Twinkl Parents' Guide to Mathematical Development explains the key skills that children learn in their early years, and how you can support this development. To outline, these key skills are:

- **language and vocabulary of maths** (e.g. more than, less than, heavy, light, tall, short, etc.)
- **sequencing numbers** (counting forwards and backwards)
- **understanding position** (on, in, under, behind, next to, etc.)
- **showing awareness of time** (knowing daily routines, talking about today, tomorrow, yesterday, this morning, tonight, etc.)
- **being aware of shapes and patterns in the world around us** (seeing common 2D and 3D shapes and beginning to name them, recognising patterns and sequences)
- **beginning to understanding one-to-one correspondence** (knowing that when we count, one number name represents one object or group of objects)
- **beginning to understand conservation** (understanding that four is always four no matter how it looks or what it refers to, e.g. number '4', word 'four', four buttons on your coat, four years old, etc.)

Maths is all around us, and there are lots of practical things that parents and carers can do to encourage children's development and understanding as part of day-to-day routine. Here are some ideas to get you started. Remember, young children learn best through play and exploration, guided but not directed by adults.

Activity	Things to Do	Areas covered (see list above)
Stories, songs and rhymes 	<ul style="list-style-type: none">• Share books with a specific reference to numbers or counting, shape or pattern.• In picture books, count how many animals on the page, how many objects are blue, etc.• Look for the shapes of objects or talk about their position in the picture.• Sing songs and share rhymes that feature numbers and counting: search online for great examples and some help with the tunes and the singing!	All
Sand and water 	<ul style="list-style-type: none">• Provide lots of different containers in the sandpit, water tray or bathtub. Talk about concepts such as heavy, light, full and empty.• Look at how much a container will hold, and see if it still holds that amount if you pour it out and then in again. See if you can find two different shaped containers that hold the same amount.• Make shapes and patterns with sandcastles or objects in the sand.• Compare weight or capacity of different containers.• Talk about the weight difference between wet and dry sand.	Language and vocabulary Conservation Shapes Patterns

Activity	Things to Do	Areas covered (see list above)
Playdough or pastry 	<ul style="list-style-type: none"> • Make and describe different shapes, e.g. short, long, fat, thin. • Make 2D and 3D shapes. • Build a playdough model and use positional language, e.g. 'Now I'm putting the monster's head on top of his body'. • Explore the fact that when you change the shape of a ball of playdough, the amount of playdough doesn't change. • Make a playdough pattern, e.g. 'red, blue, red, blue' or 'circle, square, circle, square'. 	Language and vocabulary Shapes Patterns Position Conservation
Imaginative play 	<ul style="list-style-type: none"> • Do the laundry together. Sorting clothes into different colours or types (e.g. shirts, trousers) will develop understanding of shape, colour and patterns. Pairing socks will start an understanding of shape matching and counting in twos. • Ask your child to help set the table for the family or for a toys' picnic. Talk about how many forks, spoons, cups, etc. you need, and count out the right amount. • Play shops. Use pretend or real fruit, vegetables or other items and pretend to buy and sell. Great opportunities for counting and getting used to money. 	Language and vocabulary Shapes Patterns Sequencing numbers One-to-one correspondence
Cooking 	<ul style="list-style-type: none"> • Bake cakes together. Talk about weight of flour, volume of milk, number of eggs, the amount of time the cakes will bake for, how hot the oven will be. • Use leftover pastry like playdough (see above) then bake your creations. • Decorate cakes or biscuits in different patterns or with different shapes. • Cut vegetables or fruit into different shapes. • Make a pattern with different colours or shapes of fruit and vegetables. • Count out how many potatoes, bread rolls, carrots, etc. you need to make a family meal. 	Language and vocabulary Sequencing numbers One-to-one correspondence Shapes Patterns
Day-to-day routine 	<ul style="list-style-type: none"> • Talk about the daily routine. Point out days on the calendar and times on the clock and use language such as today, tomorrow, yesterday, this morning, now, next, after that and so on. Refer to the days of the week and the idea of weekdays and weekends. • Count whilst brushing teeth, or use a toothbrush timer. • When tidying up, count the bricks back into the tub or the teddies back into the tub. 	Time Sequencing numbers One-to-one correspondence

Activity	Things to Do	Areas covered (see list above)
<p>In the garden</p> 	<ul style="list-style-type: none"> • Count the petals on flowers and leaves on plants or leaflets on leaves such as ferns. • Look for patterns and spirals in things like seed heads and pine cones. • Plant seeds and count how many holes/pots you need. • Find shapes in nature. Go on a scavenger hunt and see how many different shapes you can find. • Look for patterns on flowers, leaves, snail shells, butterflies, ladybirds, etc. • If you're interested in patterns in nature, look up the Golden Ratio and Fibonacci Sequence online. 	<p>Language and vocabulary</p> <p>Sequencing numbers</p> <p>Shapes</p> <p>Patterns</p> <p>Position</p> <p>One-to-one correspondence</p>
<p>Out for a walk</p> 	<ul style="list-style-type: none"> • Look for numbers in the environment, e.g. on car registrations, houses, road signs. House numbers are a great way for starting to introduce odd and even numbers. • Look for different shapes on buildings, signs, vehicles. • Stand on a bridge over a road and count cars. • Talk about what you can see in terms of position, e.g. 'Look, there's a red van in front of the Post Office.' 'Look at that white cat on top of Granny's fence.' 	<p>Language and vocabulary</p> <p>Sequencing numbers</p> <p>Shapes</p> <p>Position</p> <p>One-to-one correspondence</p>

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

2
1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

3
1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

4
1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

5
1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

6
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

7
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

8
1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

9
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

10
1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

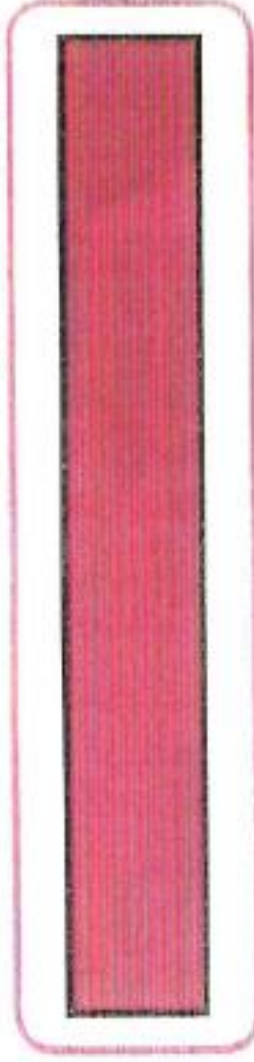
11
1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12
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

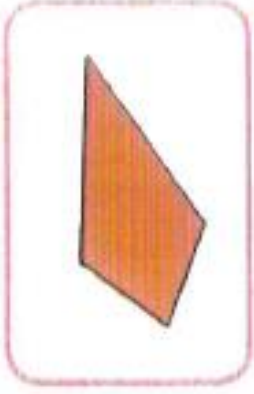
Properties of 2D Shapes



curved



longer



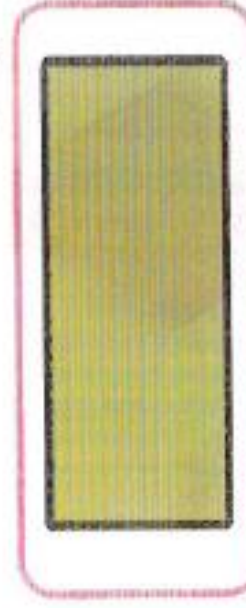
sides



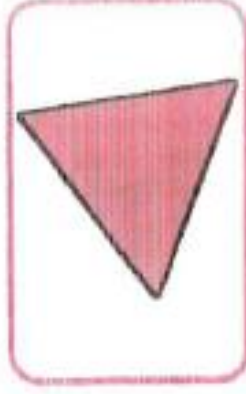
straight



2 dimensional



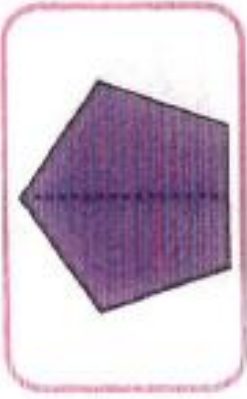
shorter



equal



corners

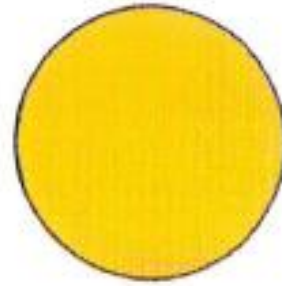


symmetry

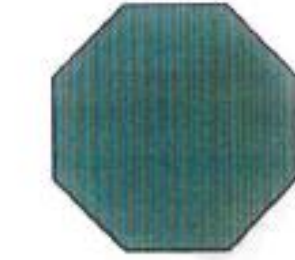


length

Properties of 2D Shapes



circle
curved side



octagon
8 straight lines
8 corners



rectangle
4 straight sides
2 long sides
2 short sides
4 corners



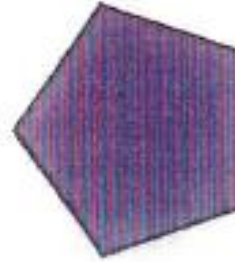
square
4 sides
4 equal length
sides
4 corners



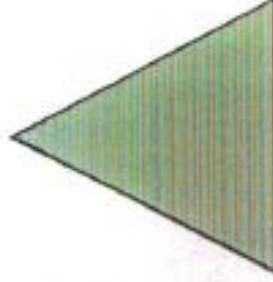
rhombus
4 straight lines
4 corners



hexagon
equal sides
6 lines of
symmetry
3 pairs of parallel
lines
6 corners



pentagon
5 equal sides
5 lines of symmetry
straight lines
5 corners



triangle
3 equal sides
3 lines of symmetry
straight lines
3 corners

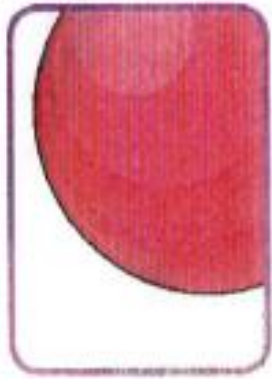
Properties of 3D Shapes



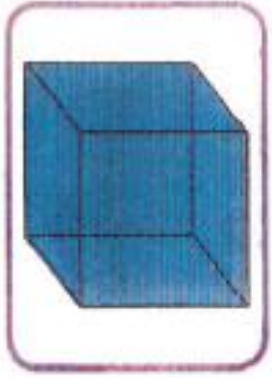
Curved



Straight



Round



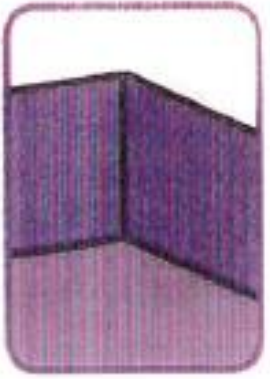
Solid



Vertices



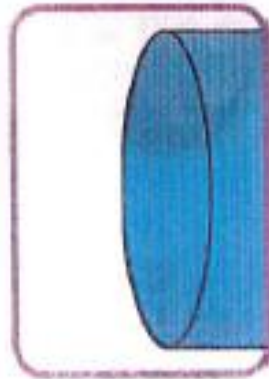
Point



Corner



Surface



Face



Edge



End

Properties of 3D Shapes



Cube
6 faces
8 vertices
12 edges



Sphere
1 face
0 vertices
0 edges



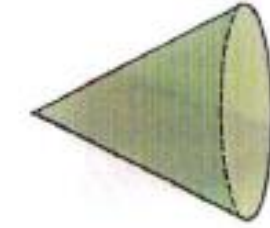
Cylinder
3 faces
0 vertices
2 edges



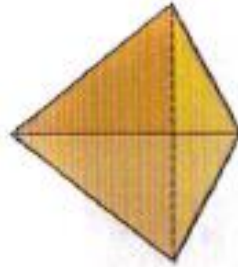
Octagonal Prism
10 faces
16 vertices
24 edges



Square-based Pyramid
5 faces
5 vertices
8 edges



Cone
2 faces
1 vertex
1 edge



Tetrahedron
4 faces
4 vertices
6 edges



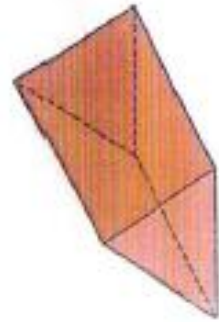
Rectangular Prism
6 faces
8 vertices
12 edges



Hexagonal Prism
8 faces
12 vertices
18 edges



Octahedron
8 faces
6 vertices
12 edges

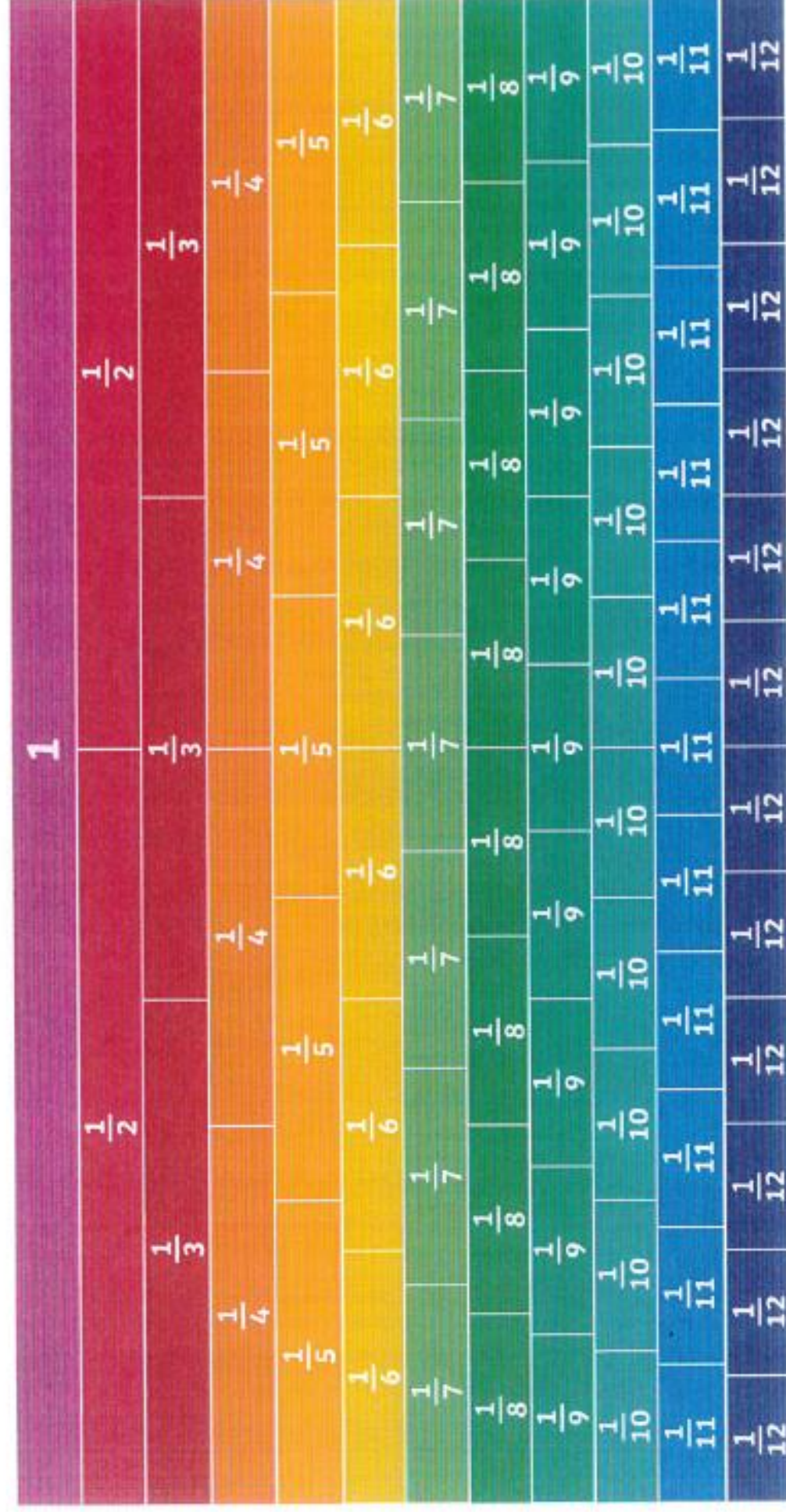


Triangular Prism
5 faces
6 vertices
9 edges



Pentagonal Prism
7 faces
10 vertices
15 edges

Fractions Wall



Help your child with **spelling**

Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

Good readers are often good spellers!

(phonics)
Reception

Phase 2 to 5 Tricky Words

year 1

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

said
have
like
so
do
some
come
little
one
were
there
what
when
out

Phase 5

oh
Mrs
people
their
called
Mr
looked
asked
could

All children from the end of year 1 are expected to read and spell the words correctly all the time.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
said
saw
see
she
some
so
same
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

Year 3 and 4 Statutory Spellings

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

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	