



Parent's Guide to Spelling Sunny Bank Primary School - Year 4

From homophones to the use of prefixes and suffixes, spelling gets more technical in KS2 however all those taught in previous years, will also be revisited and reinforced.

In Year 4, the following spelling rules and patterns are taught:

- Adding suffixes -er, -ing to verbs, for example: 'beginner' and 'beginning'
- Words containing prefixes (groups of letters added to the start of a word) such as, im-, il-, ir-, inter-, anti-, re-, tele-, -in
- Words containing suffixes (groups of letters added to the end of each word) such as -ation
- Words ending -sure and -ture (such as 'measure' and 'creature')
- Words ending -sion, -tion, -ssion, -cian (such as 'confusion', 'rejection', 'permission' and 'musician')
- Words ending -ous (such as 'dangerous' and 'courageous')
- Words containing ch where it sounds like 'sh' or 'k' (such as 'chef' and 'scheme')
- Homophones (peace/piece, main/mane, fair/fare, scene/seen, mail/male, bawl/ball)

Rare word spelling list

These words are taught across years 3 and 4. Children will be expected to know how to spell and use these in their writing by the end of Year 4.

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

