

## Year 4 Spelling Punctuation and Grammar

Week beginning 18th May	
<p>1. Underline the prefix which means 'against'. <i>auto- anti- non-</i></p> <p>2. Underline the suffix which, when added, forms a noun. <b>garden er ing</b></p> <p>3. Underline the correct homophone to use in this sentence. <i>The king sat on his ( thrown / throne ).</i></p> <p>4. Underline the word with the correct spelling. <i>dangerus dangeros dangerous</i></p>	<p><b>Look, say, cover, write and check.</b></p> <p>In your child's writing book, please write the headings: Look, Cover, Write, Check, Spell.</p> <p>Choose 4 spellings from the Year 3 and Year 4 common exception words.</p>
<p>1. Underline the correct homophone to use in this sentence. <i>I ( might / mite ) be able to help.</i></p> <p>2. Underline the word with the correct spelling <i>invenshun invention invension</i></p> <p>3. Number these words to show their alphabetical order. <i>direction digger duty diamond</i></p> <p>4. Underline the words which have a similar meaning to the word in bold (synonyms). <b>big</b> huge weird enormous tiny</p>	<p><b>Rainbow Spellings</b></p> <p>In your child's writing book, please ask them to write 4 spellings from their common exception words four times. They should write the word in a different colour each time. e.g.</p> <p><b>spelling1 spelling1 spelling1</b> <b>spelling1</b></p>
<p>1 and 2. Underline the adverb in the sentence below and circle the preposition in the sentence below. <i>Mum gently put the glass on the table.</i></p> <p>3. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and'). <i>furthermore however afterwards as well as suddenly</i></p> <p>4. Underline the proper nouns or pronouns in this sentence to avoid repetition. <i>(Emma / She) picked up (Emma's / her) books and then (Emma / she) left for school.</i></p>	<p><b>Use the word in a sentence</b></p> <p>In your child's writing book, they should write 4 common exception words in a sentence. Please remind them that each sentence needs to be correctly punctuated.</p>
<p>1. Underline two fronted adverbials that might help signal time and sequence. <i>Earlier, ... It is likely, ... Possibly, ... Later that day ...</i></p> <p>2. Underline the correct word to complete the sentence. <i>We ( were / was ) watching TV.</i></p> <p>3. Underline the fronted adverbial. Punctuate this sentence using commas. <i>Before we begin make sure you have a pen pencil and rubber.</i></p> <p>4. Punctuate the sentences using the apostrophe ( ' ) to show singular or plural possession. <i>What is that girls name?</i></p>	<p><b>Spend time on spellzone working on the Year 3 and Year 4 statutory spellings.</b></p> <p><a href="https://www.spellzone.com/wordlists/games-389.htm">https://www.spellzone.com/wordlists/games-389.htm</a></p>
<p>1. Underline the correct word to complete the sentence. <i>I have ( done / did ) it.</i></p> <p>2, 3 and 4. Punctuate the sentences using the apostrophe ( ' ) to show singular or plural possession. <i>What are those girls names?</i> <i>Which is your dog Ben asked.</i> <i>This one is my dog Tim replied.</i></p>	<p>In your child's writing book they should write 4 common exception spellings as you read them out. To help your child you might want to say the word and also say it in a sentence. Mark their spellings together and look at any they found tricky or got wrong.</p>

## Year 4 Spelling Punctuation and Grammar

Week beginning 25th May	
<p>1. Underline the prefix which means 'between'. <i>auto dis inter</i></p> <p>2. Underline the correct homophone to use in this sentence. <i>The grass was ( mown / moan ) on Sunday.</i></p> <p>3. Underline the word with the correct spelling. <i>poisonus poisonous poisonos</i></p> <p>4. Number these words to show their alphabetical order. <i>shed shake shine shop</i></p>	<p><b>Look, say, cover, write and check.</b></p> <p>In your child's writing book, please write the headings: Look, Cover, Write, Check, Spell.</p> <p>Choose 4 spellings from the Year 3 and Year 4 common exception words.</p>
<p>1. Underline the suffix which, when added, forms a noun. <b>count</b> <i>ing er</i></p> <p>2. Underline the correct homophone to use in this sentence. <i>Do not play near the ( rowed / road ).</i></p> <p>3. Underline the word with the correct spelling. <i>acshun acsion action</i></p> <p>4. Underline the words which have a similar meaning to the word in bold (synonyms). <b>throw</b> <i>chuck launch write hurl</i></p>	<p><b>Rainbow Spellings</b></p> <p>In your child's home learning book, please ask them to write each of this week's spellings four times. They should write the word in a different colour each time. e.g. <b>spelling1</b> <b>spelling1</b> <b>spelling1</b> <b>spelling1</b></p>
<p>1 and 2. Underline the adjectives in the sentence below and circle the nouns in the sentence. <i>He put the pretty, pink flowers in the vase.</i></p> <p>3. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and'). <i>also eventually in addition fortunately for example</i></p> <p>4. Underline the proper nouns or pronouns in this sentence to avoid repetition. <i>(Dan / He ) took ( Dan's / his ) lunch and ( Dan / he ) left the house.</i></p>	<p><b>Use the word in a sentence</b></p> <p>In your child's writing book, they should write 4 common exception words in a sentence. Please remind them that each sentence needs to be correctly punctuated.</p>
<p>1. Underline two fronted adverbials that might help signal time and sequence. <i>Meanwhile, As a result, Alternatively, As evening fell,</i></p> <p>2. Underline the correct word to complete the sentence. <i>She has ( gone / went ) to the shops.</i></p> <p>3 and 4. Underline the fronted adverbial. Punctuate this sentence using commas. <i>After tea will you please finish your homework?</i></p>	<p><b>Spend time on spellzone working on the Year 3 and Year 4 statutory spellings.</b></p> <p><a href="https://www.spellzone.com/word-lists/games-389.htm">https://www.spellzone.com/word-lists/games-389.htm</a></p>
<p>1. Underline the correct word to complete the sentence. <i>He has ( took / taken ) the keys with him.</i></p> <p>2. Punctuate the sentences using the apostrophe ( ' ) to show singular or plural possession. <i>The dogs tails wagged.</i></p> <p>3. Punctuate these sentences using inverted commas ( " " ), commas ( , ) and any other punctuation needed.. <i>Are these your pens asked Jo</i> <i>Can I borrow one he continued</i></p>	<p>In your child's writing book they should write 4 common exception spellings as you read them out. To help your child you might want to say the word and also say it in a sentence.</p>