



OUR WORDS

Year 4

High frequency words we need to know how to spell



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HIGH FREQUENCY WORDS

We need to know how to spell

These lists comprise the words students need to know how to spell as they progress through the primary school.

In the early years they are grouped in two ways:

- ◆ those which are phonetically regular and easy for students to decode and encode (read and spell)
- ◆ those which are very useful to know but may still be tricky to spell because they involve spelling patterns not yet taught

Further up the school, in Years 3-8, the lists comprise a combination of words the students need to know and some that are commonly misspelt at that stage.

There is an expectation that the **spelling** of these words is mastered by the end of each school year, and that progress is monitored throughout the child's time at school. In this way, remedial or extension programmes can be implemented if necessary.

Other spelling rules and patterns are taught using the charts but do not need to be memorised. The purpose of teaching these is to provide the students with an arsenal of strategies and word knowledge that will help them become skilled and observant spellers.



TEACHING HIGH FREQUENCY WORDS

- ◆ High frequency words should be taught 2 or 3 per week. They are provided on cards for this purpose. We have called them 'Our Words' as they apply to the whole class at each level of the school
- ◆ There are approximately 80—100 words for each year level
- ◆ Teachers will teach students how to spell them:
 - If they have a regular and easily decodable spelling pattern then students must be encouraged to spell them using their phonics strategies – breaking words into syllables, looking for familiar chunks and sounds
 - As some may be irregular or tricky then it will be important to teach students some other strategies they can use. These may include visual methods, the use of memory devices such as mnemonics
- ◆ The focus words should be placed at the front of the room on the class whiteboard or similar as they will be referred to each day that week
- ◆ Each day the students will be asked to complete a simple spelling activity with these words
- ◆ On Friday they will be tested. If necessary they will be repeated the following week
- ◆ Our Words are placed in a visible position on the class wall, preferably in alphabetical order so that they become a ready reference for the students as they write



Our Words

SET A

address	centre	famous	July	plant
allowed	certain	father	June	presents
answer	circle	favourite	length	Saturday
appear	decide	forward	luckily	sentence
April	different	Friday	March	Sunday
arrive	done	front	Monday	Thursday
below	early	fruit	myself	Tuesday
build	earth	group	own	Wednesday
busy	eighth	happy	parents	woman
caught	enough	high	perhaps	year





Our Words

SET B

believe	family	minute	pulled	surprise
bought	field	naughty	question	threw
breakfast	finished	notice	quiet	watch
dead	guide	November	quite	we're
December	heart	October	recent	while
died	hopped	often	scared	whole
disappear	important	paper	second	without
doesn't	learn	picture	September	won't
dollars	light	police	straight	words
everything	might	potatoes	strange	you're

