

Year 4 – SPELLINGS Spring 2 : The children will be quizzed on a Friday. Dates are in the table below

Week 1 WB – 23.2.26	Week 2 WB – 6.3.26	Week 3 WB – 13.3.26	Week 4 WB – 20.3.26	Week 5 WB – 27.3.26	Week 6 WB – 3.3.26
Rime -op	Rime -eep	Rime -ight	Rime -ock	Rime -ake	Rime -ound
deck neck peck check speck wreck fleck trek turtleneck shipwreck	cow now how brow plough scowl crowd flower powder townhouse	best nest rest test west chest crest pest forest longest	game name same came flame blame frame became surname daydream	hug mug rug bug tug slug snug shrug unplug humbug	wish fish dish swish squish polish relish flourish selfish establish

What is Onset and Rime?

When children learn to read and spell, one helpful strategy is breaking words into two parts:

- **Onset:** the first sound(s) in a word (e.g. c in **cat**, fl in **flat**)
- **Rime:** the rest of the word, starting with the vowel (e.g. -at in **cat**, **flat**, **hat**)

This helps children notice patterns in words and build confidence in decoding and spelling.

Why It Matters

- Recognising **onset and rime** helps children **decode new words** by using familiar patterns.
- It builds **reading fluency** and supports **spelling** by showing how words belong to families (e.g. *cat*, *hat*, *mat*, *flat*).
- It's especially useful for children who benefit from structured, pattern-based learning.

How You Can Help at Home

Here are a few simple ways to support your child:

1. Play "Say the Word"

Say the onset and rime separately:

"What word do you get if I say b...at?" (bat)

"What about fl...at?" (flat)

2. Use Rhyming Games

Rhyming helps reinforce rime patterns. Try "I spy something that rhymes with 'hat'."

3. Highlight Patterns in Books

When reading, point out words with the same rime:

"Look! *cat* and *hat* rhyme—they both end in -at!"