

Year 4 – SPELLINGS Spring 1 : The children will be quizzed on a Friday. Dates are in the table below

Week 1 WB – 5.1.26	Week 2 WB – 12.1.26	Week 3 WB – 19.1.26	Week 4 WB – 26.1.26	Week 5 WB – 2.2.26	Week 6 WB – 9.2.26
Rime -op	Rime -eep	Rime -ight	Rime -ock	Rime -ake	Rime -ound
hop	keep	light	rock	bake	sound
top	deep	night	lock	cake	round
mop	beep	fight	sock	make	found
pop	sheep	might	dock	take	pound
stop	creep	sight	block	shake	bound
shop	sweep	bright	clock	brake	ground
drop	steep	flight	shock	snake	hound
crop	asleep	delight	stock	stake	mound
laptop	upkeep	twilight	unlock	mistake	surround
backdrop	jeep	flashlight	livestock	earthquake	background

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!"