

**Year 4 – SPELLINGS Block 6: The children will be quizzed on a Friday. Dates are in the table below**

Week 1 WB – 1.6.26	Week 2 WB – 8.6.26	Week 3 WB – 15.6.26	Week 4 WB – 22.6.26	Week 5 WB – 29.6.26	Week 6 WB – 6.7.26
(Revision mix: -at, -an, -in)	(Revision mix: -en, -et, -un)	(Revision mix: -op, -og, -ug)	(Revision mix: -ake, -ill, -ice)	(Revision mix: -ight, -eep, -ock)	(Revision mix: -ound, -ow, -ain)
the said you they cat man pin flat grin plan	was are all my pen sun net then spun sunset	we go no so top dog hug stop frog snug	some come one once make hill nice shake still twice	do when what there light keep rock night steep block	out down now too sound snow rain round grow train

### 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!"