

Year 4 spelling overview Autumn 1

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /s/ sound spelt sc	Statutory list – Random	Endings which sound like <b>ion</b> spelt – sion
			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)	
groan grown affect effect fair fare great grate through threw	heel heal main mane medal meddle key quay check cheque	science scene discipline fascinate crescent scissors scenery descent ascend descend	actual address calendar disappear experience particular thought separate difficult weight	expansion extension comprehension tension suspension occasion dimension diversion permission discussion



Week 6 Consolidating				
All words practised at random this half term and then assessed on the fifth day.				
Day 1	Day 2	Day 3	Day 4	Day 5
groan through actual threw scenery descent affect discussion great crescent scissors particular diversion	heel mane fare medal grate fascinate address calendar heal quay check cheque	science scene discipline extension thought separate difficult ascend descend meddle suspension occasion permission	effect fair main key disappear weight expansion tension comprehension experience dimension grown	ASSESSMENT



Year 4 spelling overview Autumn 2

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Prefixes – <b>dis</b> and <b>mis</b>	Prefixes – <b>il</b> and <b>il words</b>	Adding suffix – <b>ation</b>	Statutory list – Random	Adding suffixes beginning with vowel letters to words of more than one syllable
The prefixes <b>dis</b> and <b>mis</b> both have negative meanings.	The prefix <b>il</b> – can give the opposite meaning to a word when added.	<b>ation</b> – is added to a verb to form a noun (remember previously taught rules) silent <b>e</b> is dropped before adding <b>ation</b> When a word ends in a ' <b>y</b> ', change to ' <b>i</b> ' before the suffix <b>-ation</b> is added	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel is added. The consonant letter is not doubled if the syllable is unstressed.
<p>disappoint</p> <p>disagree</p> <p>disobey</p> <p><b>disappear</b></p> <p>disinfect</p> <p>disconnect</p> <p>misbehave</p> <p>mislead</p> <p>misspell</p> <p>misfortune</p>	<p>illegal</p> <p>illegible</p> <p>illuminate</p> <p>illogical</p> <p>illiterate</p> <p>illicit</p> <p>illumination</p> <p>illusion</p> <p>illusive</p> <p>illustration</p>	<p>information</p> <p>adoration</p> <p>sensation</p> <p>preparation</p> <p>admiration</p> <p>foundation</p> <p>qualification</p> <p>experimentation</p> <p>exploration</p> <p>examination</p>	<p><b>notice</b></p> <p><b>ordinary</b></p> <p><b>certain</b></p> <p><b>suppose</b></p> <p><b>breathe</b></p> <p><b>increase</b></p> <p><b>recent</b></p> <p><b>quarter</b></p> <p><b>group</b></p> <p><b>island</b></p>	<p><b>forgetting</b></p> <p><b>forgotten</b></p> <p><b>gardening</b></p> <p><b>gardener</b></p> <p><b>limiting</b></p> <p><b>beginning</b></p> <p><b>beginner</b></p> <p><b>limitation</b></p> <p><b>preferred</b></p> <p><b>limitations</b></p>



Week 6 <b>Consolidating</b>				
All words practised at random this half term and then assessed on the fifth day.				
Day 1	Day 2	Day 3	Day 4	Day 5
illegal ordinary breathe preparation admiration illiterate illicit illustration disappoint disappear adoration sensation disinfect	information disconnect illumination illusion illusive misbehave mislead gardener limiting increase recent quarter misfortune	notice group island limitation disagree illegible illuminate illogical foundation qualification beginning beginner	forgetting forgotten gardening limitations preferred disobey experimentation exploration examination certain suppose misspell	ASSESSMENT



Year 4 spelling overview Spring 1

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Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Recap Autumn Term	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt -que	Endings which sound like /ʃn/ spelt – s <del>sh</del> ion	Statutory list – Random	words with the /k/ sound spelt ch
A selection of words from range of spelling patterns/rules covered in Autumn term		<i>ssion</i> is used if the root word ends in <i>ss</i> or <i>mit</i>	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)	
admiration foundation forgotten gardening great grate main mane fascinate comprehension	league tongue antique unique fatigue intrigue rogue vague opaque plaque	expression possession discussion confession permission admission impression omission emission commission	although through potatoes enough possess natural believe different possible probably	scheme chorus chemist echo character ache monarch stomach orchid orchestra



Week 6 Consolidating				
All words practised at random this half term and then assessed on the fifth day.				
Day 1	Day 2	Day 3	Day 4	Day 5
emission commission league tongue possess natural fatigue intrigue rogue vague fascinate comprehension	expression character ache possession discussion enough confession permission admission plaque main mane admiration	although through chorus chemist echo potatoes believe stomach orchid impression great grate foundation	scheme omission opaque different possible probably monarch orchestra antique unique forgotten gardening	ASSESSMENT



Year 4 spelling overview Spring 2

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Endings which sound like /ʃən spelt – tion	Suffix – ous	Suffix – ous	Statutory list – Random	Homophones and near homophones
Teaching point - <b>tion</b> is the most common spelling for /ʃən/ sound. It is used if the root word ends in <b>t</b> or <b>te</b>			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)	
invention injection hesitation completion continuation opposition pollution question affection attraction	poisonous dangerous mountainous famous various tremendous enormous jealous continuous contentious	courageous outrageous serious obvious curious hideous spontaneous courteous disastrous glamorous	complete opposite experiment naughty grammar knowledge favourite caught promise occasion	weather whether whose who's accept except reign rein dear deer



Week 6 Consolidating				
All words practised at random this half term and then assessed on the fifth day.				
Day 1	Day 2	Day 3	Day 4	Day 5
invention injection opposition pollution various tremendous enormous dear deer attraction contentious accept	poisonous dangerous obvious curious mountainous famous jealous who's except reign caught courteous question	courageous serious hideous continuous disastrous glamorous weather whether hesitation completion continuation outrageous	complete opposite experiment naughty grammar knowledge favourite occasion rein spontaneous whose promise affection	ASSESSMENT





Year 4 spelling overview Summer 1

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<p><b>Week 1</b></p> <p><b>Recap – Spring Term</b></p>	<p><b>Week 2</b></p> <p><b>Suffix – ly</b></p>	<p><b>Week 3</b></p> <p><b>prefix – sub, anti and auto</b></p>	<p><b>Week 4</b></p> <p><b>Statutory list – Random</b></p>	<p><b>Week 5</b></p> <p><b>Prefix - inter</b></p>
<p>A selection of words from range of spelling patterns/rules covered in Spring term</p>	<p>If the root word ends in with – <b>ic, ally, l</b> added .</p>	<p><b>sub</b> – means ‘under’  <b>anti</b> – means ‘against’  <b>auto-</b> means ‘self’</p>	<p>Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)</p>	<p><b>inter</b> – means ‘between’ or ‘among.’</p>
<p><b>weather</b>  <b>whether</b>  <b>serious</b>  <b>obvious</b>  <b>completion</b>  <b>dangerous</b>  <b>mountainous</b>  <b>tongue</b>  <b>antique</b>  <b>expression</b></p>	<p><b>basic</b>  <b>basically</b>  <b>frantic</b>  <b>frantically</b>  <b>dramatic</b>  <b>dramatically</b>  <b>historic</b>  <b>historically</b>  <b>optimistic</b>  <b>optimistically</b></p>	<p><b>subdivide</b>  <b>subheading</b>  <b>submarine</b>  <b>submerge</b>  <b>antiseptic</b>  <b>anticlockwise</b>  <b>antisocial</b>  <b>antibiotic</b>  <b>autobiography</b>  <b>autograph</b></p>	<p><b>purpose</b>  <b>straight</b>  <b>surprise</b>  <b>therefore</b>  <b>pressure</b>  <b>peculiar</b>  <b>heard</b>  <b>important</b>  <b>interest</b>  <b>consider</b></p>	<p><b>interact</b>  <b>intercity</b>  <b>international</b>  <b>interrelated</b>  <b>interchange</b>  <b>interconnected</b>  <b>internet</b>  <b>intermediate</b>  <b>intermission</b>  <b>interweave</b></p>



Week 6 Consolidating				
All words practised at random this half term and then assessed on the fifth day.				
Day 1	Day 2	Day 3	Day 4	Day 5
weather whether serious obvious completion dangerous mountainous tongue antique expression surprise consider	frantically subheading submarine submerge interact intercity dramatic dramatically historic historically heard important	subdivide antiseptic interrelated interchange autobiography autograph internet optimistic optimistically interweave straight therefore antisocial	purpose antibiotic pressure peculiar international interconnected basic basically frantic interest anticlockwise intermediate intermission	ASSESSMENT



Year 4 spelling overview Summer 2

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<b>Week1</b> <b>Possessive</b> <b>apostrophes with</b> <b>plural words</b>	<b>Week 2</b> <b>Possessive</b> <b>apostrophes with</b> <b>plural words</b>	<b>Week 3</b> <b>Statutory list –</b> <b>Random</b>	<b>Week 4</b> <b>Consolidating</b>			
<b>Teaching point –</b> Apostrophe is added at the end of plural words ending in s	<b>Teaching point –</b> s comes after the apostrophe if the plural does not end in s	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	All words practised at random this half term and then assessed on the fourth day.			
			Day 1	Day 2	Day 3	Day 4
girls' boys' babies' houses' sisters' trolleys' potatoes' pizzas' buses' arches'	children's people's men's mice's women's geese's fishermen's oxen's teeth's police's	address believe business complete different eighth experience increase island medicine	girls' boys' business complete babies' houses' sisters' trolleys' potatoes' arches'	children's men's mice's increase island medicine oxen's teeth's police's experience	address believe pizzas' buses' different people's eighth women's geese's fishermen's	ASSESSMENT



(continued) Year 4 spelling overview Summer 2

Week 5 <b>End of year (statutory words) assessment</b>					Week 6 <b>End of year (statutory words) assessment</b>				
Statutory words in order Day 1, Day 2, Day 3 and Day 4.  Assessment of first set of words on Day 5					Remaining statutory words in order: Day1, Day 2, Day 3 and Day 4.  Assessment of remaining words on Day 5				
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
accident accidentally actual actually address answer appear arrive believe bicycle breath breathe build	busy business calendar caught centre century certain circle complete consider continue decide describe	different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous	favourite forward forwards fruit grammar group guard guide heard heart height history imagine	ASSESSMENT	increase important interest island knowledge learn length library material medicine mention minute natural	naughty notice occasion occasionally often ordinary particular opposite peculiar perhaps popular position possess	possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence	separate special straight strange strength suppose surprise although thought through various weight woman women	ASSESSMENT

