



Year 4 Spelling programme: Term 1

Pupils should be taught:

Revision and consolidation from Year 3

- 1** to read and spell words through:
 - identifying phonemes in speech and writing;
 - blending phonemes for reading;
 - segmenting words into phonemes for spelling;
 - correct reading and spelling of high frequency words from KS1 and Y3;
 - identifying syllabic patterns in multi-syllabic words;
 - using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
 - recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

- 2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 3** to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries;
- 4** to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 5** to spell two-syllable words containing double consonants, e.g. *bubble, kettle, common*;
- 6** to distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace*;
- 7** to spell regular verb endings *s, ed, ing* (link to grammar work on tenses);
- 8** to spell irregular tense changes, e.g. *go/went, can/could*;
- 9** to recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment*;

Week	Objective	Example Words
1.	To spell two-syllable words containing double	happy messy silly jolly funny rabbit puppy kitten otter hippo grabbed messed kissed bossed fussed batter butter pepper carrot coffee apple willow holly cherry berry common rotten letter tennis better



	consonants, e.g. <i>bubble, kettle, common</i>	follow sudden stopped swimming penny mummy daddy puppy dinner shopping getting silly pillow swallow carry summer butter cotton funny running happy sorry written kettle
2.	To distinguish between the spelling and meanings of common homophones, e.g. <i>to/two/too; they're/their/there; piece/peace</i>	were where we're/ you yew ewe/ their they're there /too two to be bee/ see sea/ heard herd/ new knew/ no know/ might mite/ right write/ morning mourning/ place plaice/ through threw/ great grate/ eyes ice/ hole whole/ I eye/ for four/ are our/ in inn
3.		Typical of most words: cooks cooked cooking/ plays played playing/ invents invented inventing/ jumps jumped jumping/ looks looked looking/ shows showed showing/ works worked working
4.	To spell regular verb endings s, ed, ing (link to grammar work on tenses)	Ending in hissing/buzzing sounds: touches touched touching/ washes washed washing/ buzzes buzzed buzzing/ hisses hissed hissing/ rushes rushed rushing/ fixes fixed fixing/ fizzes fizzed fizzing/ wishes wished wishing
5.		Short vowels: drops dropped dropping stops stopped stopping shops shopped shopping grabs grabbed grabbing hugs hugged hugging
6.		Ending in consonant + y: carries carried carrying cries cried crying marries married marrying relies relied relying spies spied spying tries tried trying fries fried frying
7.	To spell irregular tense changes, e.g. <i>go/went, can/could</i>	blow blew think thought eat ate grow grew fight fought can could throw threw buy bought go went know knew take took is was sing sang shake shook are were
8.	To recognise and spell the suffixes al, ary, ic	al: medical sensational additional occasional traditional personal capital seasonal national vocal exceptional ary: February library anniversary stationary dictionary salary revolutionary missionary necessary ic: historic epidemic organic supersonic atomic specific traffic horrific metallic angelic
9.	To recognise and spell the suffixes ship, hood, ness, ment	ship membership ownership partnership dictatorship workmanship championship craftsmanship apprenticeship fellowship worthlessness movement carelessness foolishness left-handedness hood childhood falsehood knighthood priesthood neighbourhood motherhood fatherhood
10.		ness fitness fairness willingness kindness childishness tidiness wickedness loveliness silliness ment ointment enjoyment statement replacement government employment ornament document environment management nastiness
11.	The ways in which nouns and adjectives can be made into verbs by use of the suffixes ate, ify, etc.;	Into verbs(ate, en, ify, ise) pollen pollinate note notify elastic elastically medicine medicate apology apologise standard standardise length lengthen deep deepen dead deaden pure purify
12.		Into nouns (tion, ity, ness) educate education dictate dictation create creation simple simplicity able ability pure purity stupid stupidity hard hardness happy happiness mad madness

** Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS**



Year 4 Spelling programme: Term 2

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

- 1 to read and spell words through:
 - identifying phonemes in speech and writing;
 - blending phonemes for reading;
 - segmenting words into phonemes for spelling;
 - correct reading and spelling of high frequency words from KS1 and Y3;
 - identifying syllabic patterns in multi-syllabic words;
 - using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
 - recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

- 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 3 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
 - building from other words with similar patterns and meanings, e.g. *medical*, *medicine*;
 - spelling by analogy with other known words, e.g. *light*, *fright*;
 - using word banks, dictionaries;
- 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 5 to investigate what happens to words ending in 'f' when suffixes are added;
- 6 to spell words with the common endings: *-ight*, etc.;
- 7 to recognise and spell the prefixes: *al-*, etc;



Week	Objective	Example Words
1.	To investigate what happens to words ending in f when suffixes are added	F/ves calf calves elf elves half halves leaf leaves loaf loaves self selves scarf scarves self selves shelf shelves thief thieves wolf wolves
2.		ff/s cuff cuffs staff staffs bluff bluffs sniff sniffs puff puffs stuff stuffs cliff cliffs
3.		Words ending in e curve swerve swerves curves glove gloves knife knives life lives safe saves wife wives believe believes
4.	To spell words with the common endings: ight , etc.	ight light fight night right bright slight fright ious infectious curious glorious serious tedious previous obvious
5.		ial partial social financial artificial special racial official ough bough enough tough although rough cough through
6.	Endings which sound like /ʃən/, spelt -tion,	tion reaction ambition composition devotion subtraction electrocution promotion invention, injection, action, hesitation, completion
7.	To recognise and spell the prefixes: al , etc.	ad adjective adverb admire advance advise advent addition adjoin adjacent adjust af affix affirm affluent afflict affable affect affection
8.		al almighty although also altogether always already alone almost a aloft another away astride around apart afloat ablaze asleep aground aboard abloom alert abide alive awake
9.	Endings which sound like /ʃən/, spelt -sion, -ssion, -cian	expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
10.	The suffix -ous	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
11.	The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou	myth, gym, Egypt, pyramid, mystery young, touch, double, trouble, country
12.	Homophones or near-homophones	knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

** Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS**



Year 4 Spelling programme: Term 3

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

1 to read and spell words through:

- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in multi-syllabic words;
- using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

3 to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;



- using word banks, dictionaries;
- 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 5 to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa' (e.g. *swat, water*), 'wo' (e.g. *worship, won*) and 'ss' (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words;
- 6 to spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough; hour, journey, could, route, four*;
- 7 collect/classify words with common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone*; investigate origins and meanings;
- 8 to practise extending, and compounding words through adding parts, e.g. *ful, ly, ive, tion, ic, ist*; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling;
- 9 to recognise and spell the suffixes: *-ible, -able, -ive, -tion, -sion*;
- 10 to distinguish the two forms: *its (possessive no apostrophe)* and *it's (contracted 'it is')* and to use these accurately in own writing;

Week	Objective	Example Words
1.	To explore the occurrence of certain letters within words, e.g. v and k ; deduce some of the conventions for using them at the beginnings, middles and endings of words	V Beginning van vase value valley variety vegetable verb vein veal village visit visa visible Middle river novel saved wives caves diver favour given hover prevent liver savage invent
2.	To explore the occurrence of certain letter strings, e.g. wa , wo and ss within words; deduce some of the conventions for using them at the beginnings, middles and endings of words	K Beginning kick kill keen keep kept kennel kettle kestrel kiss kit king kerb Middle broken shaken taken tickle pickle choking stoked token crackle stricken chuckle wrinkle End back dock kick trick work pork tank sink wink walk talk milk
3.	To explore the occurrence of certain letter strings, e.g. wa , wo and ss within words; deduce some of the conventions for using them at the beginnings, middles and endings of words	Wa Beginning was watch wax water wallet wash wasp wander war wag warn want wait wage wake wave Middle swamp swallow dwarf swat swarm reward swan toward beware wo Beginning work woman wobble woke wool word worm wok women won't would wolf worry woof wound wonder Middle swollen sword swore awoke ss Middle session massive procession possession Russian lesson possible missile discussion possess passion End guess hiss miss kiss assess success pass process goodness likeness fuss discuss less helpless boss



4.	To spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough; hour, journey, could, route, four</i>	<p>ough tough rough enough cough trough plough thought though thorough through</p> <p>ear bear hear wear learn earn hearth dear dreary weary</p> <p>ight light might right bright sight tight weight freight height</p>
5.		<p>ou out shout hour pour yours would mourn four route</p> <p>au aunt sausage haunt autumn aura Laura sauce pause cause</p> <p>ice practice notice police nice spice twice mice rice dice</p>
6.	To practise extending and compounding words through adding parts, e.g. ful, ly, ive, tion, ic, ist ; revise and investigate links between meaning and spelling	<p>ful hurtful wishful beautiful careful merciful wonderful painful thankful hopeful</p> <p>ly curiously quickly secretly thickly jokingly strangely speedily normally wholly</p> <p>ive massive explosive corrosive expensive relative narrative active decorative furtive</p>
7.		<p>tion examination pollination creation resurrection variation production construction inflation vibration dictation temptation education expectation conservation creation variation pronunciation punctuation communication</p> <p>ic manic scientific energetic comic allergic terrific photographic horrific</p> <p>ist novelist specialist instrumentalist balloonist extremist machinist violinist artist</p>
8.	To recognise and spell the suffixes: ible, able, ive, tion, sion	<p>ible horrible terrible responsible possible edible reversible invincible indestructible susceptible</p> <p>able miserable probable adorable respectable forgivable disposable agreeable enviable identifiable enjoyable valuable breakable reliable</p>
9.		<p>ive forgive massive excessive aggressive decisive explosive exclusive expensive native inquisitive competitive motive relative active</p> <p>sion decision division supervision explosion corrosion confusion transfusion television conclusion collision extension qualification navigation</p>
10.	To understand how diminutives are formed, e.g. suffixes: ette ; prefixes: mini ;	<p>mini minicomputer miniature miniskirt miniscule minibus mini-beasts</p> <p>ette brunette cigarette majorette kitchenette</p>



11.	adjectives, e.g. <i>little</i> ; nouns, e.g. <i>sapling</i> ;	ling duckling dumpling gosling sapling darling weakling micro microscope microfilm microchip microphone
12.	Words with the: /k/ sound spelt ch (Greek in origin) /j/ sound spelt ch (French in origin) /s/ sound spelt sc (Latin in origin) ending with the /g/ sound spelt -gue and the /k/ sound spelt - que (French in origin)	scheme, chorus, chemist, echo, character chef, chalet, machine, brochure league, tongue, antique, unique science, scene, discipline, fascinate, crescent

** Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS**