



Year 4 National Curriculum requirements

Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proofreading spellings after writing*
 - use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - spell further homophones
 - spell words that are often misspelt (English Appendix 1)
 - place the possessive apostrophe accurately in words with regular plurals (for example, *girls', boys'*) and in words with irregular plurals (for example, *children's*)
 - use the first two or three letters of a word to check its spelling in a dictionary
 - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proofread for spelling errors.

* Non-statutory



Autumn 1

- To teach words ending in /ʒə/ ure
- To revise how to use the possessive apostrophe with singular proper nouns
- To teach common homophones
- To revise words with the /ei/ sound spelt 'ei'
- To add suffixes beginning with vowel letters to words of more than one syllable (-ing, -er, -en, -ed)
- To teach a range of strategies including, using the learning environment, using segmentation, highlighting tricky parts in words, proofreading, trying different spellings to see which words look correct, using a spelling journal effectively

Week	Spelling pattern	Rules and strategies	Example Words
1	Revise words ending in /ʒə/sure	Words with endings as in-treasure Always spelt –sure Can be confused with words like teacher or richer	treasure, measure, pleasure, enclosure, closure, sure
2	Revise possessive apostrophe with singular proper nouns	New: some owners are considered as a collective group, as if they were a single body. In this case, the apostrophe goes before the s, as with singular owners, e.g. children's. Singular proper nouns ending in an s use the 's suffix, e.g. Cyprus's	Sandra's football Joe's pencil case The lion's mane
3	Revise homophones	Make links to common GCPs 'a-e' 'ai' 'ay' 'aigh' 'ey'	Brake/ break, main/mane, Grate/ great, plain/plane, Weigh/t wait, rain/rein/reign,
4	Revise rarer GPCs: words with the /ei/ sound spelt 'ei' (vein)	Use a phonic approach- teach as a trigraph/ digraph/ phonemes/graphemes Remember: sometimes there are exceptions to rules	Vein, abseil, feign, rein, reign, surveillance, veil, reindeer,
5	Teach new strategies for learning words from statutory and personal lists	Pyramid words Identifying the tricky part of the word Trace, copy, replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing a mnemonic around the word Words without vowels	SEE Y3/4 STATUTORY WORD LISTS
6	Teach adding suffixes beginning with vowel letters to words of more than one syllable (-ing, -er -en -ed)	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 letter is added. The consonant letter is not doubled if the syllable is unstressed.	Forget – forgetting – forgotten Begin – beginner – beginning Garden – gardener – gardening Limit –limited – limiting



Autumn 2

- To teach prefixes in-, il-, im-, and ir-
- To revise words with the /ei/ sound spelt 'ei', 'eigh' or 'ey'
- To learn the skill of proofreading
- Teach suffix -ation
- To spell statutory words and continue to teach strategies which aid learning.

Week	Spelling pattern	Rules and strategies	Example words
1	Teach in-, il-,	The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il	inaccurate incapable incomplete inconsiderate inconvenient incorrect incredible indecent indefinite independent indigestion illegal illegible illiterate illogical illegitimate
2	Teach im-, and ir-	Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-.	imbalance immature immeasurable immobile immoral impatient imperfect impolite important impossible impractical improper irrational irregular irresistible irresponsive irreversible irrelevant irritated irresponsible irreversible irreparable
3	Strategies for learning words: words from statutory and personal lists	Pyramid words Identifying the tricky part of the word Trace, copy, replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing a mnemonic around the word Words without vowels	SEE Y3/4 STATUTORY WORD LISTS
4	Revise words with the 'eigh' or 'ey'	Revision and consolidation from Year 3	weigh, eight, eighty, eighteen, neighbour, reindeer, beige, sleigh, they, grey,
5	Teach suffix -ation	The suffix -ation is added to verbs to form nouns.	Information, adoration, sensation, preparation, admiration,
6	Revise adding suffixes beginning with vowel letters to words of more than one syllable (-ing -en -er, -ed)	PLEASE SEE AUTUMN TERM 1	Forget – forgetting – forgotten Begin – beginner – beginning Garden – gardener – gardening Limit –limited – limiting



Spring 1

- Teach the sound /g/ spelt 'gu'
- Teach words endings sounding like /tʃə/ spelt '-ture'
- Possessive apostrophes with plurals
- Homophones
- Teach prefixes 'anti'
- Strategies for learning words: words from statutory lists and personal spelling lists

Week	Spelling pattern	Rules and strategies	Example words
1	Teach the /g/ sound spelt 'gu'	Use a phonic approach- teach as a trigraph/ digraph/ phonemes/graphemes Remember: sometimes there are exceptions to rules	Guest, guitar, guard, guardian, guarantee, guide, guidebook, guess, guilty,
2	Revise words endings sounding like /tʃə/ spelt '-ture'	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	picture feature adventure miniature signature temperature manufacture adventure capture creature furniture
3	Strategies for learning words: words from statutory and personal lists	Pyramid words Identifying the tricky part of the word Trace, copy, replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing a mnemonic around the word Words without vowels	SEE Y3/4 STATUTORY WORD LISTS
4	Teach possessive apostrophe with plurals	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children's). NB. This rule is quite tricky. Children need to be secure in their knowledge of singular and plural to master this.	Boys' Girls' Babies' Children's Men's
5	Revise homophones/ near homophones		accept/except, affect/effect, ball/bawl, berry/bury, fair/fare, , groan/grown, here/hear, knot/not, medal/meddle, missed/mist, weather/whether,
6	Teach prefixes 'anti'	anti- means 'against'.	antifreeze antibody anticlockwise anti-virus antibiotic antiseptic anticlockwise antisocial



Spring 2

- Strategies for learning words: words from statutory lists and personal spelling lists
- Proofreading
- Teach the /ʌ/ sound spelt ou
- Teach prefixes 'anti-' and 'inter-'
- Teach endings that sound like /jən/ spelt '-cian', '-sion', '-tion', '-ssion

Week	Spelling pattern	Rules and strategies	Example words
1	Strategies for learning words: words from statutory and personal lists	Pyramid words Identifying the tricky part of the word Trace, copy, replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing a mnemonic around the word Words without vowels	SEE Y3/4 STATUTORY WORD LISTS
2	Teach prefixes 'inter-'	inter- means 'between' or 'among'.	interject interlude intermediate international intervene intercity interact interrupt interaction intercede interfere interim
3	Teach the /ʌ/ sound spelt ou	These words should be learnt as needed. It is important that children can read all of these words though.	young, touch, double, country, young, enough, couple, cousin, rough, tough, southern, nourish, courage
4	Teach endings that sound like /jən/ spelt '-cian',	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. -cian is used if the root word ends in c or cs.completion	optician politician musician electrician mathematician
5	Teach endings that sound like /jən/ spelt '-tion',	-tion is the most common spelling. It is used if the root word ends in t or te.	operation situation relation imagination organisation ambition position solution fiction introduction caution description invention injection action hesitation translation pollution attraction affection correction construction option education
6	Teach endings that sound like /jən/ spelt '-ssion'	-ssion is used if the root word ends in ss or -mit.	oppression possession profession progression succession



Summer 1

- Teach words with the /s/ sound spelt 'sc' (Latin in origin)
- Strategies for learning words: words from statutory and personal spelling lists.
- Teach ending that sound like /ʒən/ spelt 'sion'
- Apostrophes for possession including singular and plural
- Homophones
- Revise the /i/ sound spelt 'y' elsewhere than at the end of words.

Week	Spelling pattern	Rules and strategies	Example words
1	Teach words with the /s/ sound spelt 'sc' (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend
2	Revise- 'sion'	Note verbs ending in d or de can be changed into nouns by adding 'sion' eg. Collide, collision	expansion extension comprehension tension intentions admission aggression discussion expression impression mission
3	Strategies for learning words: words from statutory and personal spelling lists.	<i>Pyramid words</i> <i>Identifying tricky parts</i> <i>Trace, copy, replicat,</i> <i>Look, say, cover, write, check</i> <i>Drawing around the word to show the shape</i> <i>Segmentation strategy</i>	SEE Y3/4 STATUTORY WORD LISTS
4	Revise apostrophes for possession including singular and plural	The ball belonging to the boy The book belonging to the students The ball belonging to the boys The book belonging to the student	Notes When singular proper nouns end in 's', you can either: • add apostrophe and then 's' (Thomas's) • or add just an apostrophe (Thomas').
5	Revise new homophones	It is important to know the difference in meaning between homophones	whose/who's
6	Revise the /i/ sound spelt 'y' elsewhere than at the end of words.	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery, hymn, crypt, calypso, crystal, cygnet, gypsy, lyric, mystery, oxygen, physics, symbol, system, symptom, syrup, typical



Summer 2

- Teach suffix ‘-ous’
- Revise prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’
- Strategies for learning words: words from statutory and personal lists.
- Teach with the /s/ sound spelt sc (Latin in origin)
- Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’
- Assessment of work covered this term

Week	Spelling pattern	Rules and strategies	Example words
1	Teach suffix ‘-ous’	–our is changed to –or before –ous is added. A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e	Adventurous enormous fabulous famous generous jealous mischievous numerous ridiculous tremendous gorgeous various anxious delicious furious glorious gracious infections mysterious
2	Revise prefixes ‘sub-’, ‘inter-’,	sub– means ‘under’. inter– means ‘between’ or ‘among’.	subdivide subheading submarine submerge subspecies interaction interfere interim intermediate international intervene intercity interact interrupt
3	Revise prefixes ‘super-’, ‘anti-’, ‘auto-’	super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’.	supersonic superman supermarket superstar superfast antifreeze antibody anticlockwise anti-virus antibiotic antiseptic autograph autobiography automatic autopilot automobile
4	Teach with the /s/ sound spelt sc (Latin in origin)	Adjacent consonants that make ‘sc’ sound.	Science, scene, discipline, fascinate, crescent
5	Revise suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’	If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.	automatically critically logically magically mechanically medically musically physically
6	Strategies for learning words: words from statutory and personal lists	Pyramid words Identifying the tricky part of the word Trace, copy, replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing a mnemonic around the word Words without vowels	SEE Y3/4 STATUTORY WORD LISTS