

## Spelling Overview (Year 4)

### Autumn 1 – The sound ... spelt ...

<b>(A1-w2) Green – The sound <u>de</u> spelt <u>ge</u>.</b> <b>G before e, i and y.</b>	<b>(A1-w3) Amber – The sound <u>ei</u> spelt <u>ei, eigh or ey</u></b>	<b>(A1-w3) Red – The sound <u>s</u> spelt <u>sc</u></b>
charge bulge village gem giant magic giraffe energy jacket adjust	eight they obey vein weigh neighbour eighth neigh beige sleigh	science scene discipline fascinate crescent scissors scenery descent ascend descend
<b>(A1-w4) Green – The sound <u>i</u> spelt <u>ey</u></b>	<b>(A1 – w5) Amber – The sound <u>s</u> spelt <u>ch</u></b>	<b>(SP1-w5) Red – words with the /k/ sound spelt <u>ch</u></b>
key donkey monkey chimney valley journey alley honey hockey money	chef chalet machine brochure chute parachute moustache quiche chauffer chandelier	Scheme chorus chemist echo character ache monarch stomach orchid orchestra
<b>(A1-w6) Green – The sound <u>o</u> spelt <u>a</u> after w and qu.</b>	<b>(A2-w2) Amber – The sound <u>i</u> spelt <u>y</u></b>	<b>(Sp1-w2) Red – Words ending with the /g/ sound spelt – <u>gue</u> and the /k/ sound spelt –<u>que</u></b>
want watch wander quantity squash wallet wasp quality quarry wash	myth gym Egypt pyramid mystery crystal symbol syrup cygnet lyric	league tongue antique unique fatigue intrigue rogue vague opaque plaque
<b>(A2-w1) Green – The sound <u>er</u> spelt like <u>or</u> after w. The sound <u>or</u> spelt like <u>ar</u> after w.</b>	<b>(A2-w1) Amber – The sound <u>sen</u> spelt <u>cian</u> <i>cian is used if the root word ends in c or cs</i></b>	<b>(A1-w5) Red – The sound <u>sen</u> spelt <u>sion</u></b>
word work worm world worth war warm towards worthless worst	musician electrician magician optician politician mathematician physician technician dietician beautician	expansion extension comprehension tension suspension occasion dimension diversion permission discussion
<b>(sp1-w1) Green – The sound <u>i</u> or <u>el</u> spelt <u>-le</u> at the end of words.</b>	<b>(A2-w3) Amber – The sound <u>u</u> spelt <u>ou</u></b>	<b>(SP1-w3) Red – Endings which sound like <u>ʃən</u> spelt – <u>ssion</u> <i>ssion is used if the root word ends in ss or mit</i></b>
table apple bottle little middle example battle terrible struggle possible	young touch double trouble country rough enough tough cousin couple	expression possession discussion confession permission admission impression omission emission commission

<b>(sp1-w3) Green –</b> The sound <b>i</b> or <b>e</b> spelt <b>-el</b> at the end of words.	<b>(Sp1-w5) Amber –</b> The sound <b>sen</b> spelt <b>sion</b> <i>If ending sounds like /ʒen/, it is spelt as -sion</i>	<b>(Sp2-w1) Red -</b> Endings which sound like <b>ʃən</b> spelt <b>- tion</b> <i>tion is the most common spelling for /ʃən/ sound. It is used if the root word ends in t or te</i>
camel tunnel squirrel travel towel tinsel vowel enamel angel level	division invasion confusion decision collision television abrasion expansion erosion excursion	Invention injection hesitation completion continuation opposition pollution question affection attraction
<b>(A1-w5) Green – Common</b> <b>Exception Words</b>	<b>(A1-w4) Amber – Statutory</b>	<b>(A1-w4) Red - Statutory</b>
Move prove just sure sugar eye could should would like big then	eight arrive breath circle fruit guard height often popular eighth	actual address calendar disappear experience particular thought separate difficult weight
<b>Green – Assessment</b>	<b>Amber – Assessment</b>	<b>Red – Assessment</b>

## Autumn 2 The sound ... spelt .../ Homophones/Prefixes

<b>(S1-w1) Green – The r sound spelt wr at the beginning of the word</b>	<b>(A1-w1) Amber – Homophones and near Homophones</b>	<b>(A1-w1) Red - Homophones and near Homophones</b>
write written wrote wrong wrap wrist wriggle wreck wrinkle wrestle	here hear knot not mail male ball bawl groan grown	groan grown affect effect fair fare great grate through threw
<b>(S1-w2) Green – The ai sound spelt y at the end of words</b>	<b>(A1-w2) Amber – Homophones and near Homophones</b>	<b>(A1-w2) Red - Homophones and near Homophones</b>
cry fly dry try reply July spy fry supply magnify	meat meet berry bury peace piece break brake saw sore	heel heal main mane medal meddle key quay check cheque
<b>(S1- w4) Green – The aw sound spelt a before l and ll.</b>	<b>(S1-w5) Amber - Homophones and near Homophones</b>	<b>(Sp2-w5) Red - Homophones and near Homophones</b>
all ball call walk talk always mall fall tall natural	missed mist plane plain scene seen rein rain blue blew	weather whether whose who's accept except reign rein dear deer
<b>(S2-w1) Green – The u sound spelt o.</b>	<b>(A2-w5) Amber - Prefixes – in</b>	<b>(A2-w1) Red - Prefixes – dis and mis</b> <i>The prefixes dis and mis both have negative meanings.</i>
other mother brother nothing Monday cover money oven worry wonder	inactive incorrect incredible independent incomplete incapable incompatible inconsiderate indefinitely inability	disappoint disagree disobey disappear disinfect disconnect misbehave mislead misspell misfortune
<b>(S2-w4) Green – The s sound spelt c before e, i and y.</b>	<b>(sp1-w2) Amber - Prefixes – super</b> <b>Super – means ‘above.’</b>	<b>(A2-w2) Red - Prefixes – il and il words</b> <i>The prefix il – can give the opposite meaning to a word when added.</i>
race ice cell city fancy lace dance price space trace	supermarket superstar superman superhuman supersonic superfine superficial supercomputer supertanker superstructure	illegal illegible illuminate illogical illiterate illicit illumination illusion illusive illustration
<b>(A2-w5) Green – Exception Words</b>	<b>(A2-w4) Amber - Statutory words</b>	<b>(A2-w4) Red – Statutory words</b>
door floor poor because find kind have behind child children help will	difficult famous extreme guide heart history popular minute natural believe	Notice ordinary certain suppose breathe increase recent quarter group island
<b>Green – Assessment</b>	<b>Amber - Assessment</b>	<b>Red - Assessment</b>

## Spring 1 –Homophones/Endings that sound like.../Prefixes and Suffixes

<b>(A1-w3) Green –</b> Homophones and near-homophones	<b>(Sp1-w3) Amber –</b> Prefixes – im im added as a prefix to root words beginning with m or p change the root words meaning to the opposite meaning.	<b>(S1-w3) Red -</b> prefix – sub, anti and aut <i>sub – means ‘under’</i> <i>anti – means ‘against’</i> <i>auto- means ‘self’</i>
there their they’re hear here quite quiet see sea one won	immature impossible impatient imperfect immortal impolite immovable improbable imbalance impeccable	subdivide subheading submarine submerge antiseptic anticlockwise antisocial antibiotic autobiography autograph
<b>(Sp1-w2) Green –</b> Homophones and near-homophones	<b>(Sp2-w3) Amber –</b> Prefix- re re – means again or redo	<b>(S1-w5) Red -</b> Prefix – inter <i>inter – means ‘between’ or ‘among.’</i>
bare bear sun son to too two be bee night knight	redo refresh return reappear redecorate replay reaction review recycling reboun	intercity international interrelated interchange interconnected internet intermediate intermission interweave interact
<b>(A2-w2) Green –</b> The suffixes -ment, -ness, -ful, -less and -ly	<b>(s1-w2) Amber -</b> Suffix – ly	<b>(A2-w3) Red -</b> Adding suffix – ation <i>ation – is added to a verb to form a noun (remember previously taught rules) silent e is dropped before adding ation When a word ends in a ‘y’, change to ‘i’ before the suffix –ation is added</i>
enjoyment sadness careful playful hopeless plainness badly happiness employment darkness	happy happily angry angrily gentle gently simple simply second secondly	information adoration sensation preparation admiration foundation qualification experimentation exploration examination

<b>(Sp2-w2) Green</b> – Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it	<b>(S1-w3) Amber</b> - Suffix -ly Suffix – ly is added to an adjective to form an adverb.	<b>(A2-w5) Red</b> - Adding suffixes beginning with vowel letters to words of more than one syllable <i>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.</i>
copied copier happier happiest cried replied copying crying replying relied	sad sadly complete completely usual usually final finally humble humbly	forgotten gardening gardener limiting beginning beginner limitation preferred limitations forgetting
<b>(A2-w4) Green</b> – Words ending in -tion	<b>(S2-w1) Amber</b> – Endings which sound like /ən/ spelt – tion tion is the most common spelling for /jən/ sound	<b>(Sp2-w2) Red</b> - Suffix – ous
station fiction solution section motion creation celebration nation caution position	action mention position solution fiction option caution relation introduction construction	poisonous dangerous mountainous famous various tremendous enormous jealous continuous contentious
<b>Green</b> – <b>Exception Words</b>	<b>(Sp1-w4) Amber</b> - <b>Statutory words</b>	<b>Red</b> – <b>Statutory words</b>
wild climb most only both old cold gold into told called	appear material library perhaps sentence various regular bicycle possess caught	although through potatoes enough possess natural believe different possible probably
<b>Green</b> – <b>Assessment</b>	<b>Amber</b> - <b>Assessment</b>	<b>Red</b> - <b>Assessment</b>

## Spring 2 – Suffixes/Possessive apostrophes

<b>(Sp2-w3) Green –</b> Adding the endings - ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it	<b>(Sp2-w5) Amber –</b> Words with endings sounding like /ʒə/or /tʃə/	<b>(Sp2-w3) Red –</b> Suffix – ous
hiking hiked hiker nicer nicest shiny describing described wiring tiled	measure treasure pleasure enclosure creature furniture picture nature adventure feature	courageous outrageous serious obvious curious hideous spontaneous courteous disastrous glamorous
<b>(Sp2-w4) Green – Exception Words</b>	<b>(Sp2-w2) Amber –</b> Endings which sound like ʃən spelt – sion	<b>(S1-w2) Red –</b> Suffix – ly <i>If the root word ends in with – ic, ally, I added</i>
every everybody even great break from pretty beautiful after fast asked	expansion extension comprehension tension suspension apprehension dimension pension diversion confession	basic basically frantic frantically dramatic dramatically historic historically optimistic optimistically
<b>(Sp2-w1) Green –</b> The possessive apostrophe (singular nouns)	<b>(S2-w1) Amber –</b> Initial ‘s’ sound spelt with ci, ce and c	<b>(S2-w1) Red –</b> Possessive apostrophes with plural words <i>Apostrophe is added at the end of plural words ending in s</i>
Megan’s Ravi’s girl’s child’s man’s boy’s bike’s computer’s school’s parent’s	circle certain century cycle civilian ceramic cylinder cinema celebrate circulate	girls’ boys’ babies’ houses’ sisters’ trolleys’ potatoes’ pizzas’ buses’ arches’
<b>(A2-w3) Green –</b> Contractions	<b>(S2-w2) Amber –</b> ‘s’ sound within word spelt with ce	<b>(S2-w2) Red –</b> Possessive apostrophes with plural words <i>s comes after the apostrophe if the plural does not end in s</i>
can’t didn’t hasn’t couldn’t it’s I’m they’re he’s you’re don’t	sentence notice recent innocent parcel process grocer December distance voice	children’s people’s men’s mice’s women’s geese’s fishermen’s oxen’s teeth’s police’s
<b>(S12-w4) Green – Exception Words</b>	<b>(Sp2-w4) Amber –</b> Statutory words	<b>Red –</b> Statutory words
last past father class grass dad plant path bath hour make	imagine decide group learn weight build early island grammar therefor	complete opposite experiment naughty grammar knowledge favourite caught promise occasion
<b>Green –</b> Assessment	<b>Amber –</b> Assessment	<b>Red –</b> Assessment

Summer: Exception words/Statutory x 2/ Consolidation of each term