

Spelling Sessions Yearly Overview – Year 4



Block	Week	Spelling Shed list	Part 1- Revision		Part 2 – New spelling pattern
1	1	1	Day 1	<u>Y3 Revision –spelling rules we have learned in Stage 3 (3)- R1</u> teacher scheme history mention bawl crescent eighteen regular disable mane	<u>Homophones or near- homophones 1</u> Note: They have the same pronunciation but different spellings and/or meanings. accept except knot not peace piece plain plane weather whether
			Day 2	<u>Y3 Challenge Words 6- R2</u> e.g. difficult important length	
			Day 3	<u>Y3 Words with the /s/ sound spelled 'sc'- R3</u> e.g. science scene discipline	
			Day 4	<u>Y3 Adding the suffix – ly. Words which do not follow the rules- R4</u> e.g. truly duly publicly	
	2	2	Day 1	<u>Y3 Revision –spelling rules we have learned in Stage 3 (4)- R1</u> disappear reaction capable personal specifically misunderstanding freight committed forbidden neighbour	<u>The prefix 'in-'</u> Note: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' The word becomes the opposite of its root word. inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate
			Day 2	<u>Y3 Revision –spelling rules we have learned in Stage 3 (1)- R2</u> e.g. pleasure island dislocate	
			Day 3	<u>Y3 Homophones 2- R3</u> e.g. ball/ bawl berry/ bury	

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		Day 4	<p>Y3 Challenge Words 4- R4 e.g. address arrive certain</p>	
3	3	Day 1	<p>Homophones or near-homophones 1- R1 e.g. accept/except knot/not</p>	<p>The prefixes 'il-', 'ir-' and 'im-'</p> <p>Note: -If the root word starts with 'l' then the prefix is 'il' -If the root word starts with 'r' then the prefix is 'ir' -If the root word starts with 'p' or a 'm' then the prefix is 'im'.</p> <p>illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible</p>
		Day 2	<p>Y3 Revision –spelling rules we have learned in Stage 3 (2)- R2 e.g. freight hourly missed</p>	
		Day 3	<p>Y3 Challenge Words 5- R3 e.g. accidentally breathe century</p>	
		Day 4	<p>Y3 Words ending in '-er' when the root word ends in (t)ch- R4 e.g. teacher catcher richer</p>	
4	4	Day 1	<p>The prefix 'in-'- R1 e.g. inactive incorrect invisible</p>	<p>The prefix 'sub-'</p> <p>Note: The prefix 'sub-' means under or below.</p> <p>submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit</p>
		Day 2	TEACHER CHOICE	
		Day 3	<p>Y3 The suffix '-sion' pronounced /ʒən/- R3 e.g. division invasion confusion</p>	
		Day 4	<p>Y3 Words with the /k/ sound spelled 'ch.'- R4 e.g. scheme chorus chemist</p>	
5	5	Day 1	<p>The prefixes 'il-', 'ir-' and 'im-'- R1</p> <p>illegal illegible immature</p>	<p>The prefix 'inter-'</p> <p>Note: The prefix 'inter-' means between, amongst or during.</p> <p>interact intercity international interfere interview intercept intercom internet interchange interface</p>
		Day 2	TEACHER CHOICE	
		Day 3	TEACHER CHOICE	

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			Day 4	<p><u>Y3 Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'</u> - R4</p> <p>e.g. vague league plague</p>	
	6	6	Day 1	<p><u>The prefix 'sub-' - R1</u></p> <p>e.g. submarine subject subway</p>	<p><u>Challenge Words 1</u></p> <p>Note: From the Y3/4 list.</p> <p>calendar appear believe grammar increase interest opposite straight strength women</p>
		Day 2	<p><u>Homophones or near-homophones 1- R2</u></p> <p>e.g. accept/except knot/not</p>		
		Day 3	TEACHER CHOICE		
		Day 4	<p><u>Y3 Words with the /s/ sound spelled 'sc' - R4</u></p> <p>e.g. science scene discipline</p>		
2	1	7	Day 1	<p><u>The prefix 'inter-' - R1</u></p> <p>e.g. interact intercity international</p>	<p><u>The suffix '-ation' 1</u></p> <p>Note: Adding 'ation' to verbs turns them into nouns. Word ends in 'e' –remove e and + 'ation' Word ends in 'y' –remove y and + 'ic' + 'ation' (multiply to multiplication) Most other words you can just add 'ation' straight on the end.</p> <p>information sensation preparation vibration decoration donation duration registration population determination</p>
		Day 2	<p><u>The prefix 'in-' - R2</u></p> <p>e.g. inactive incorrect invisible</p>		
		Day 3	TEACHER CHOICE		
		Day 4	<p><u>Y3 Homophones 2- R4</u></p> <p>e.g. ball/ bawl berry/ bury</p>		
	2	8	Day 1	<p><u>Challenge Words 1- R1</u></p> <p>e.g. calendar appear believe</p>	<p><u>The suffix '-ation' 2</u></p> <p>Note: The same rules apply as last week.</p> <p>adoration admiration coronation detonation observation location generation exploration combination illustration</p>
		Day 2	<p><u>The prefixes 'il-', 'ir-' and 'im-' - R2</u></p> <p>illegal illegible immature</p>		
		Day 3	TEACHER CHOICE		

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		Day 4	<p><u>Y3 Challenge Words 5- R4</u> e.g. accidentally breathe century</p>	
3	9	Day 1	<p><u>The suffix '-ation' 1- R1</u> e.g. information sensation preparation</p>	<p><u>Adding -ly and -ily to make adverbs</u></p> <p>Note: - If the root word end in 'y', change the 'y' to an 'i' and add 'ly' -If the root word ends in 'le', change 'le' to 'ly' -Most other endings you just add 'ly'</p> <p>sadly completely wildly bravely gently foolishly proudly horribly nervously happily</p>
		Day 2	<p><u>The prefix 'sub-'- R2</u> e.g. submarine subject subway</p>	
		Day 3	TEACHER CHOICE	
		Day 4	<p><u>Y3 The suffix '-sion' pronounced /ʒən/- R4</u> e.g. division invasion confusion</p>	
4	10	Day 1	<p><u>The suffix '-ation' 2- R1</u> e.g. adoration admiration coronation</p>	<p><u>Adding '-ly' to turn an adjective into an adverb</u></p> <p>Note: The rule is simple –if the root word ends in 'l' you add 'ly' straight on the end.</p> <p>usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally</p>
		Day 2	<p><u>The prefix 'inter-'- R2</u> e.g. interact intercity international</p>	
		Day 3	<p><u>Homophones or near-homophones 1- R3</u> e.g. accept/except knot/not</p>	
		Day 4	TEACHER CHOICE	
5	11	Day 1	<p><u>Adding -ly and -ily to make adverbs- R1</u> e.g. sadly completely wildly</p>	<p><u>Words with the 'sh' sound spelled ch</u></p> <p>Note: These words are French in origin.</p> <p>chef chalet machine brochure parachute chute chaperone chandelier crochet quiche</p>
		Day 2	<p><u>Challenge Words 1- R2</u> e.g. calendar appear believe</p>	
		Day 3	<p><u>The prefix 'in-'- R3</u> e.g. inactive incorrect</p>	

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				invisible		
			Day 4	TEACHER CHOICE		
	6	12	Day 1	<u>Adding '-ly' to turn an adjective into an adverb- R1</u> e.g. usually finally beautifully		<u>Challenge Words 2</u> Note: From the Y3/4 list. complete continue experiment famous favourite February naughty material knowledge remember
			Day 2	<u>The suffix '-ation' 1- R2</u> e.g. information sensation preparation		
			Day 3	<u>The prefixes 'il-', 'ir-' and 'im-'- R3</u> illegal illegible immature		
			Day 4	TEACHER CHOICE		
3	1	13	Day 1	<u>Words with the 'sh' sound spelled ch- R1</u> e.g. chef chalet machine	<u>Adding the suffix '-sion'</u> Note: If the word ends in 'd', remove the 'd' and add 'sion' If the word ends in 'se', remove the 'se' and add 'sion' If the word ends in 'de', remove the 'de' and add 'sion' expansion extension comprehension tension suspension exclusion provision explosion erosion invasion	
			Day 2	<u>The suffix '-ation' 2- R2</u> e.g. adoration admiration coronation		
			Day 3	<u>The prefix 'sub-'- R3</u> e.g. submarine subject subway		
			Day 4	TEACHER CHOICE		
	2	14	Day 1	<u>Challenge Words 2- R1</u> e.g. complete continue experiment	<u>Adding the suffix '-ous' 1</u> Note: Adding the suffix 'ous' turns a noun into an adjective -Words ending with 'e', drop 'e' and add 'ous' (adventure/adventurous) -Words ending in 'y', replace the 'y' with 'i' plus 'ous' (fury/furious) -Words that ends with 'our', change to 'or', then add 'ous' (humour/humorous)	
			Day 2	<u>Adding -ly and -ily to make adverbs- R2</u> e.g. sadly		poisonous

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				completely wildly	dangerous mountainous marvellous perilous tremendous enormous jealous precious disastrous
		Day 3	<u>The prefix 'inter-' R3</u> e.g. interact intercity international		
		Day 4	TEACHER CHOICE		
3	15	Day 1	<u>Adding the suffix '-sion' R1</u> e.g. expansion extension comprehension	<u>Adding the suffix '-ous' 2</u> Note: The added rule here is that if the 'g' (sounded as a /j/) is to be kept then the 'e' remains on the end. courageous outrageous nervous famous adventurous disadvantageous ridiculous carnivorous rapturous torturous	
		Day 2	<u>Adding '-ly' to turn an adjective into an adverb- R2</u> e.g. usually finally beautifully		
		Day 3	<u>Challenge Words 1- R3</u> e.g. calendar appear believe		
		Day 4	<u>Homophones or near-homophones 1- R4</u> e.g. accept/except knot/not		
4	16	Day 1	<u>Adding the suffix '-ous' 1- R1</u> e.g. poisonous dangerous mountainous	<u>The 'ee' sound spelled with an 'i.'</u> merriment happiness plentiful penniless happily prettiest nastiness beautiful pitiful silliness	
		Day 2	<u>Words with the 'sh' sound spelled ch- R2</u> e.g. chef chalet machine		
		Day 3	<u>The suffix '-ation' 1- R3</u> e.g. information sensation preparation		
		Day 4	<u>The prefix 'in-' R4</u> e.g. inactive incorrect invisible		

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	5	17	Day 1	<u>Adding the suffix '-ous' 2- R1</u> e.g. courageous outrageous nervous	<u>The suffix '-ious' or '-eous.'</u> Note: If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. serious obvious curious hideous spontaneous courteous furious various victorious gaseous	
			Day 2	<u>Challenge Words 2- R2</u> e.g. complete continue experiment		
			Day 3	<u>The suffix '-ation' 2- R3</u> e.g. adoration admiration coronation		
			Day 4	<u>The prefixes 'il-', 'ir-' and 'im-' R4</u> illegal illegible immature		
	6	18	Day 1	<u>The 'ee' sound spelled with an 'i.' – R1</u> e.g. merriment happiness plentiful	<u>Challenge Words 3</u> Note: From the Y3/4 list. breath business caught different exercise extreme medicine possession although thought	
			Day 2	<u>Adding the suffix '-sion'- R2</u> e.g. expansion extension comprehension		
			Day 3	<u>Adding -ly and -ily to make adverbs- R3</u> e.g. sadly completely wildly		
			Day 4	<u>The prefix 'sub-' R4</u> e.g. submarine subject subway		
	4	1	19	Day 1	<u>The suffix '-ious' or '-eous.'</u> R1 e.g. serious obvious curious	<u>The 'au' digraph</u> naughty caught fraught automatic astronaut cause author applaud taught audience
				Day 2		

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		Day 3	<u>Adding '-ly' to turn an adjective into an adverb- R3</u> e.g. usually finally beautifully	
		Day 4	<u>The prefix 'inter-'- R4</u> e.g. interact intercity international	
2	20	Day 1	<u>Challenge Words 3- R1</u> e.g. breath business caught	<u>The suffix '-ion' (-tion)</u> Note: When the root word ends with t –'tion'. When the word ends with 'te' then the 'e' is dropped before 'ion' is added –'tion'.
		Day 2	<u>Adding the suffix '-ous' 2- R2</u> e.g. courageous outrageous nervous	
		Day 3	<u>Words with the 'sh' sound spelled ch- R3</u> e.g. chef chalet machine	
		Day 4	<u>Challenge Words 1- R4</u> e.g. calendar appear believe	
3	21	Day 1	<u>The 'au' digraph- R1</u> E.g. naughty caught fraught	<u>The suffix '-ion' (-ssion)</u> Note: -When the root word ends in 'ss' then add 'ion' straight on the end. -When the root word ends in 'mit', drop the 't' and add 'ssion'.
		Day 2	<u>The 'ee' sound spelled with an 'i.' – R2</u> e.g. merriment happiness plentiful	
		Day 3	<u>Challenge Words 2- R3</u> e.g. complete continue experiment	
		Day 4	<u>The suffix '-ation' 1- R4</u> e.g. information sensation preparation	

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4	22	Day 1	<p><u>The suffix '-ion' (-tion)- R1</u> e.g. invention injection action</p>	<p><u>The suffix '-cian'</u></p> <p>Note: The suffix '-cian' is used instead of '-sion' when the root word ends in 'c' or 'cs'</p> <p>musician magician electrician politician mathematician technician optician beautician physician dietician</p>
		Day 2	<p><u>The suffix '-ious' or '-eous'- R2</u> e.g. serious obvious curious</p>	
		Day 3	<p><u>Adding the suffix '-sion'- R3</u> e.g. expansion extension comprehension</p>	
		Day 4	<p><u>The suffix '-ation' 2-R4</u> e.g. adoration admiration coronation</p>	
5	23	Day 1	<p><u>The suffix '-ion' (-sion)- R1</u> e.g. expression discussion confession</p>	<p><u>Adding '-ly' to create adverbs of manner</u></p> <p>Note: These adverbs describe how the verb is occurring.</p> <p>reluctantly quickly generously unexpectedly gently curiously furiously seriously victoriously courteously</p>
		Day 2	<p><u>Challenge Words 3- R2</u> e.g. breath business caught</p>	
		Day 3	<p><u>Adding the suffix '-ous' 1- R3</u> e.g. poisonous dangerous mountainous</p>	
		Day 4	<p><u>Adding -ly and -ily to make adverbs- R4</u> e.g. sadly completely wildly</p>	
6	24	Day 1	<p><u>The suffix '-cian'- R1</u> e.g. musician magician electrician</p>	<p><u>Challenge Words 4</u></p> <p>Note: From the Y3/4 list.</p> <p>group height particular potatoes separate surprise through various</p>
		Day 2	<p><u>The 'au' digraph- R2</u> E.g. naughty caught fraught</p>	

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			Day 3	<p><u>Adding the suffix ‘-ous’ 2- R3</u> e.g. courageous outrageous nervous</p>	<p>though woman</p>
			Day 4	<p><u>Adding ‘-ly’ to turn an adjective into an adverb- R4</u> e.g. usually finally beautifully</p>	
5	1	25	Day 1	<p><u>Adding ‘-ly’ to create adverbs of manner- R1</u> e.g. reluctantly quickly generously</p>	<p><u>Homophones and near- homophones 2</u></p> <p>Note: These words have the same pronunciation but different meanings and/or spellings.</p> <p>scene seen whose who’s affect effect here hear heel heal</p>
			Day 2	<p><u>The suffix ‘-ion’ (-tion)- R2</u> e.g. invention injection action</p>	
			Day 3	<p><u>The ‘ee’ sound spelled with an ‘i.’ – R3</u> e.g. merriment happiness plentiful</p>	
			Day 4	<p><u>Words with the ‘sh’ sound spelled ch- R4</u> e.g. chef chalet machine</p>	
	2	26	Day 1	<p><u>Challenge Words 4- R1</u> e.g. group height particular</p>	<p><u>The /s/ sound spelled c before ‘i’ and ‘e’.</u></p> <p>circle century centaur circus princess voice medicine celebrate celery pencil</p>
			Day 2	<p><u>The suffix ‘-ion’ (-ssion)- R2</u> e.g. expression discussion confession</p>	
			Day 3	<p><u>The suffix ‘-ious’ or ‘-eous.’ - R3</u> e.g. serious obvious curious</p>	
			Day 4	<p><u>Challenge Words 2- R4</u> e.g. complete continue experiment</p>	

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3	27	Day 1	<u>Homophones and near-homophones 2- R1</u> e.g. scene/ seen whose/ who's	<u>'sol' word family and 'real' word family</u> Note: Some words have similar spellings, root words and meanings. These are called word families. solar solution soluble insoluble dissolve real reality realistic unreal realisation
		Day 2	<u>The suffix '-cian'- R2</u> e.g. musician magician electrician	
		Day 3	<u>Challenge Words 3- R3</u> e.g. breath business caught	
		Day 4	<u>Adding the suffix '-sion'- R4</u> e.g. expansion extension comprehension	
4	28	Day 1	<u>The /s/ sound spelled c before 'i' and 'e'- R1</u> e.g. circle century centaur	<u>'phon' word family and 'sign' word family</u> phone telephone phonics microphone phonograph sign signature assign designer signaller
		Day 2	<u>Adding '-ly' to create adverbs of manner- R2</u> e.g. reluctantly quickly generously	
		Day 3	<u>The 'au' digraph- R3</u> E.g. naughty caught fraught	
		Day 4	<u>Adding the suffix '-ous' 1- R4</u> e.g. poisonous dangerous mountainous	
5	29	Day 1	<u>'sol' word family and 'real' word family- R1</u> e.g. solar solution soluble	<u>Prefixes –'super-' 'anti-' and 'auto-'</u> supermarket superman superstar superhuman antiseptic anticlockwise antisocial autobiography autograph automatic
		Day 2	<u>Challenge Words 4- R2</u> e.g. group height particular	
		Day 3	<u>The suffix '-ion' (-tion)- R3</u> e.g.	

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				<p>invention injection action</p>	
			Day 4	<p><u>Adding the suffix '-ous' 2- R4</u> e.g. courageous outrageous nervous</p>	
6	30	Day 1	<p><u>'phon' word family and 'sign' word family- R1</u> e.g. phone telephone phonics</p>	<p><u>The prefix bi-</u></p> <p>Note: The prefix bi-means two.</p> <p>bicycle biplane biped bicentennial biannual bilingual bicuspid biceps binoculars bisect</p>	
		Day 2	<p><u>Homophones and near- homophones 2- R2</u> e.g. scene/ seen whose/ who's</p>		
		Day 3	<p><u>The suffix '-ion' (-ssion)- R3</u> e.g. expression discussion confession</p>		
		Day 4	<p><u>The 'ee' sound spelled with an 'i.' – R4</u> e.g. merriment happiness plentiful</p>		
6	1	31	Day 1	<p><u>Prefixes –'super-' 'anti-' and 'auto-'- R1</u> e.g. supermarket superman superstar</p>	<p><u>Challenge Words 5</u></p> <p>accident actually busy eighth forward forwards guide possess occasion Wednesday</p>
			Day 2	<p><u>The /s/ sound spelled c before 'i' and 'e'- R2</u> e.g. circle century centaur</p>	
			Day 3	<p><u>The suffix '-cian'- R3</u> e.g. musician magician electrician</p>	
			Day 4	<p><u>The suffix '-ious' or '-eous.' - R4</u> e.g. serious obvious curious</p>	
	2	32	Day 1	<p><u>The prefix bi—R1</u> e.g. bicycle</p>	<p><u>Plural possessive apostrophes</u></p> <p>girls'</p>

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				<p>biplane biped</p>	<p>boys' babies' children's men's mice's ladies' cats' women's geese's</p>
		Day 2	<p><u>'sol' word family and 'real' word family- R2</u> e.g. solar solution soluble</p>		
		Day 3	<p><u>Adding '-ly' to create adverbs of manner- R3</u> e.g. reluctantly quickly generously</p>		
		Day 4	<p><u>Challenge Words 3- R4</u> e.g. breath business caught</p>		
3	33	Day 1	<p><u>Challenge Words 5- R1</u> e.g. accident actually busy</p>	<p><u>Revision –spelling rules we have learned in Stage 4 (1)</u> expression musician reluctantly group scene circle solar supermarket bicycle except</p>	
		Day 2	<p><u>'phon' word family and 'sign' word family- R2</u> e.g. phone telephone phonics</p>		
		Day 3	<p><u>Challenge Words 4- R3</u> e.g. group height particular</p>		
		Day 4	<p><u>The 'au' digraph- R4</u> E.g. naughty caught fraught</p>		
4	34	Day 1	<p><u>Plural possessive apostrophes- R1</u> e.g. girls' boys' babies'</p>	<p><u>Revision –spelling rules we have learned in Stage 4 (2)</u> incorrect illegible subject international believe preparation coronation wildly bravely thoughtfully</p>	
		Day 2	<p><u>Prefixes –'super-' 'anti-' and 'auto-'- R2</u> e.g. supermarket superman superstar</p>		
		Day 3	<p><u>Homophones and near- homophones 2- R3</u> e.g. scene/ seen whose/ who's</p>		

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			Day 4	<p><u>The suffix '-ion' (-tion)- R4</u> e.g. invention injection action</p>	
5	35	Day 1	<p><u>Revision –spelling rules we have learned in Stage 4 (1)- R1</u> e.g. expression musician reluctantly</p>	<p><u>Revision –spelling rules we have learned in Stage 4 (3)</u></p> <p>brochure famous tension penniless hideous different astronaut completion admission mathematician</p>	
		Day 2	<p><u>The prefix bi—R2</u> e.g. bicycle biplane biped</p>		
		Day 3	<p><u>The /s/ sound spelled c before 'i' and 'e'- R3</u> e.g. circle century centaur</p>		
		Day 4	<p><u>The suffix '-ion' (-ssion)- R4</u> e.g. expression discussion confession</p>		
6	36	Day 1	<p><u>Revision –spelling rules we have learned in Stage 4 (2)- R1</u> e.g. incorrect illegible subject</p>	<p><u>Revision –spelling rules we have learned in Stage 4 (4)</u></p> <p>gently separate affect unexpectedly potatoes circus insoluble microphone superhuman bicentennial</p>	
		Day 2	<p><u>Challenge Words 5- R2</u> e.g. accident actually busy</p>		
		Day 3	<p><u>'sol' word family and 'real' word family- R3</u> e.g. solar solution soluble</p>		
		Day 4	<p><u>The suffix '-cian'- R4</u> e.g. musician magician electrician</p>		

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	Homophones/near homophones
	Prefixes
	Punctuation links
	Sounds and spelling choices
	Suffixes
	Statutory/ Common Exception Words
	Mixed revision

R1, R2, R3, R4	How many times a rule/pattern has been revised Approximate timings: R1 – 2 weeks after spelling first taught R2 – 3 weeks after R1 R3 – 4 weeks after R2 R4 – 5 weeks after R3
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