



# Pathways to Spell

## Year 4 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Common exception words</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i></li></ul>	<ul style="list-style-type: none"><li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words of one syllable ending in vowel consonant (Y2*)</li><li>Adding <i>-ing</i> <i>-ed</i> to words ending in <i>e</i> with a consonant before it (Y2*)</li><li>Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>y</i> with a consonant before it (Y2*)</li></ul>
3	<ul style="list-style-type: none"><li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> (to root words ending in <i>-y</i>)</li></ul>	<ul style="list-style-type: none"><li>Adding <i>-er</i>, <i>est</i> to a root word ending in <i>y</i> and <i>e</i> with a consonant before it (Y2*)</li></ul>
4	<ul style="list-style-type: none"><li>The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)</li></ul>	<ul style="list-style-type: none"><li>Adding suffixes beginning with vowel letters to words of more than one syllable</li></ul>
5	<ul style="list-style-type: none"><li>The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)</li></ul>	<ul style="list-style-type: none"><li>Adding suffixes beginning with vowel letters to words of more than one syllable</li></ul>
6	<ul style="list-style-type: none"><li>The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Words with the /k/ sound spelt <i>ch</i></li></ul>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Common exception words</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>The /r/ sound spelt <i>wr</i> at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Words spelt with the /j/ sound spelt <i>ch</i></li></ul>
3	<ul style="list-style-type: none"><li>The possessive apostrophe (singular nouns)</li></ul>	<ul style="list-style-type: none"><li>Apostrophes to mark plural possession</li></ul>
4	<ul style="list-style-type: none"><li>The possessive apostrophe (singular nouns)</li></ul>	<ul style="list-style-type: none"><li>Apostrophes to mark plural possession</li></ul>
5	<ul style="list-style-type: none"><li>Homophones and near-homophones (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>
6	<ul style="list-style-type: none"><li>Homophones and near-homophones (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>



# Pathways to Spell

## Year 4 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 3 and 4 (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>Words ending in <i>-tion</i></li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i></li></ul>
3	<ul style="list-style-type: none"><li>Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /jən/ spelt <i>-ssion</i></li></ul>
4	<ul style="list-style-type: none"><li>Endings which sound like /ʒən/, spelt as <i>-sion</i></li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /jən/ spelt <i>-cian</i></li></ul>
5	<ul style="list-style-type: none"><li>Word families based on common words</li></ul>	<ul style="list-style-type: none"><li>The suffix <i>-ation</i></li></ul>
6	<ul style="list-style-type: none"><li>Word families based on common words</li></ul>	<ul style="list-style-type: none"><li>The suffix <i>-ation</i></li></ul>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 3 and 4 (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>Adding the prefix <i>un-</i></li></ul>	<ul style="list-style-type: none"><li>More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i></li></ul>
3	<ul style="list-style-type: none"><li>More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i></li></ul>	<ul style="list-style-type: none"><li>More prefixes: <i>in-/im-</i></li></ul>
4	<ul style="list-style-type: none"><li>More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i></li></ul>	<ul style="list-style-type: none"><li>More prefixes: <i>il-</i>, <i>ir-</i></li></ul>
5	<ul style="list-style-type: none"><li>Homophones and near-homophones (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>
6	<ul style="list-style-type: none"><li>Homophones and near-homophones (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>



# Pathways to Spell

## Year 4 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 3 and 4 (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>Contractions (common exception words)</li></ul>	<ul style="list-style-type: none"><li>Contractions (Y2*)</li></ul>
3	<ul style="list-style-type: none"><li>The /ʌ/ spelt <i>ou</i></li></ul>	<ul style="list-style-type: none"><li>The suffix <i>-ous</i></li></ul>
4	<ul style="list-style-type: none"><li>The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words</li></ul>	<ul style="list-style-type: none"><li>The suffix <i>-ous</i></li></ul>
5	<ul style="list-style-type: none"><li>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i></li></ul>	<ul style="list-style-type: none"><li>Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i></li></ul>
6	<ul style="list-style-type: none"><li>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i></li></ul>	<ul style="list-style-type: none"><li>Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i></li></ul>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 3 and 4 (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>The /i:/ sound spelt <i>-ey</i></li></ul>	<ul style="list-style-type: none"><li>Words with the /s/ sound spelt <i>sc</i></li></ul>
3	<ul style="list-style-type: none"><li>The /aɪ/ sound spelt <i>-y</i> at the end of words</li><li>Adding <i>-es</i> to nouns and verbs ending in <i>-y</i></li></ul>	<ul style="list-style-type: none"><li>Adding <i>-ing, -ed</i> to a root word ending in <i>y</i>, words ending in <i>e</i> and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)</li></ul>
4	<ul style="list-style-type: none"><li>The possessive apostrophe (singular nouns)</li></ul>	<ul style="list-style-type: none"><li>Apostrophes to mark plural possession</li></ul>
5	<ul style="list-style-type: none"><li>Homophones and near-homophones (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>
6	<ul style="list-style-type: none"><li>Homophones and near-homophones (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>