



Stage: 4	Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List:	

<b>Spellings</b>	<b>Introduction</b>	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
accept	<b>Main Teaching Activity</b>	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
except		
knot	<b>Independent Activity</b>	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We travelled to France by _____.  The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.
not		
peace		
piece		
plain		
plane		
weather		
whether		



Stage: 4	Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	

<b>Spellings</b>
inactive
incorrect
invisible
insecure
inflexible
indefinite
inelegant
incurable
inability
inadequate

Introduction	<p>Explain to the children that today's words all begin with the prefix 'in'. Prefixes are added to words to change the meaning. In this case, the words become the opposite of their root word e.g. active becomes inactive, flexible becomes inflexible.</p> <p>Ask children what the opposite of correct is, if they aren't sure then remind them of the spelling rule.</p>
Main Teaching Activity	<p>Using the power point, get children to write down the opposite of the words on the slides by adding the prefix 'in'.</p> <p>After each example ask the children to share their responses, check they understand the meaning of the word and discuss any errors or misconceptions.</p>
Independent Activity	<p>Children choose five of the words from the spelling list and write a sentence for each one.</p> <p>Children then share their sentences with a partner to check if they are correct. In pairs, see if children can think of any more words starting with the prefix 'in'.</p>



Stage: 4	Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
List: 3	

<b>Spellings</b>
illegal
illegible
immature
immortal
impossible
impatient
imperfect
irregular
irrelevant
irresponsible

<b>Introduction</b>	<p>Today children will look at finding the opposite of words by adding the prefix 'il', 'ir' or 'im'.</p> <p>If the root word starts with 'l' then the prefix is 'il'</p> <p>If the root word starts with 'r' then the prefix is 'ir'</p> <p>If the root word starts with 'p' or a 'm' then the prefix is 'im'.</p> <p>Can children think of any words beginning with these prefixes?</p>
<b>Main Teaching Activity</b>	<p>Using the spelling rules above, get children to write down the correct prefix for each of the root words on the power point slide.</p> <p>Compare with a partner and then share with the class to discuss any misconceptions or mistakes.</p>
<b>Independent Activity</b>	<p>In small groups, give children the word cards. Children take it in turns to pick a card from the pile, read it out and the others in the group write it on their whiteboards. Child with the card acts as the teacher to check the spelling.</p> <p>Next child then takes a card and the activity continues round the group.</p>



Stage: 4

Spelling Rules: The prefix 'sub-' which means under or below.

List: 4

## Spellings

submarine

subject

subway

submerge

subtropical

subdivide

subheading

substandard

subtitle

submit

### Introduction

Explain that children are looking at words with the prefix 'sub'. Sub changes the meaning of the word to mean under or below. Ask children if they can think of any words that begin with the prefix 'sub' – can they think why it might mean under or below?

### Main Teaching Activity

Speed spelling - each child to have a mini whiteboard. Choose a word from the list and ask children to write in on their whiteboard and hold it up to check spelling.

Remind children to segment the word in their head when writing to include **sub+ root word**.

Discuss misconceptions.

### Independent Activity

Children to choose the correct word from the spelling list to complete the sentence on the power point.

Check with a partner and then feed back as a class.



Stage: 4

Spelling Rules: The prefix 'inter-' means between, amongst or during.

List: 5

## Spellings

interact

intercity

international

interfere

interview

intercept

intercom

internet

interchange

interface

### Introduction

The prefix 'inter' is added to words to make them mean between, amongst or during.

Ask children to partner talk for one minute to think of any words beginning with the prefix 'inter'.

### Main Teaching Activity

To help children understand how the words mean between, amongst or during, use the power point slide to get them to match up the definitions with the correct word.

Check answers and discuss misconceptions. Children could work independently or in a pair.

### Independent Activity

Get children to write the word 'international' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.

You can use the example on the slide below if they need some support getting started.

Feedback and if time, draw a scrabble web on the board as a class.

Stage: 4

**Challenge Words**

List: 6



**Spelling Shed**

**Spellings**

calendar

appear

believe

grammar

increase

interest

opposite

straight

strength

women

**Challenge Week**

Choose an activity from the Challenge Activity Pack





Stage: 4

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

List: 7

## Spellings

information

sensation

preparation

vibration

decoration

donation

duration

registration

population

determination

### Introduction

Today children will learn that adding 'ation' to verbs turns them in to nouns. Ask children to partner talk for a minute to think of any words that end with 'ation'.

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.

### Main Teaching Activity

Using the power point slide, and following the spelling rules, children write down how they think the word can be changed from a verb to a noun by adding the suffix 'ation'.

Hold up white boards to show and discuss any errors or misconceptions.

### Independent Activity

Show children the slide with the boxes and ask them to apply the spelling rules to each word and decide which box the word should go in to. This can be done independently or as a pair and using whiteboards if required.

Share results and discuss any misconceptions.



Stage: 4

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

List: 8

## Spellings

adoration

admiration

coronation

detonation

observation

location

generation

exploration

combination

illustration

### Introduction

Today children will continue to consolidate understanding that adding 'ation' to verbs turns them in to nouns. Can children remember any 'ation' words from the last list?

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.

### Main Teaching Activity

All of the words in today's lists follow the same rule, ask children if they can spot what it is and have a speed write on their whiteboards to write the root word. See how many they can correctly write in 3 minutes.

Click the slide to check the answer.

Discuss any errors or misconceptions.

### Independent Activity

Ask children to write 5 sentences using words, appropriately, from the spelling list.

To extend children you could ask them to also write a sentence for the verb form of the word. E.g. a sentence with 'location' and one with 'locate'.