



Zouch Academy: Spelling Plan Year 4

- All children should be assessed on Common Exception Word Lists from the previous phase in Term 1 to plan interventions. Interventions should also continue for children on phonics.
- Each Term has 6 weeks planning. For longer terms, please revise patterns which children found most challenging. Each week should follow this structure:

Monday Revisit and review (previous year groups)	Tuesday x2 Test Introduce new pattern	Wednesday Develop pattern (further practice on main spelling focus)	Thursday Practice CEW focus	Friday Develop pattern (further practice on main spelling focus)	Spelling test expectations
Revisit key spelling pattern/rule/words from prior year group as identified for the week. Review how it applies to age-appropriate vocabulary (i.e, bring the spelling pattern to relevant vocabulary for the cohort). Practice Give children a short task to help practice the rule. Catch up Those on spelling interventions should be given a second opportunity to practice rule as intervention (during assembly time). Second intervention should be on testing the pattern on Tuesday as these spellings will form their homework	1) Assess the children on their spellings in the back of the spelling books. 2) Teach: The new pattern, sound or rule should be introduced. Children should learn what the pattern/sound/rule is, how to pronounce it, read it and spell it. The pattern should also be linked to grammar (are these words nouns, verbs etc). Children should think about what it is and what it isn't (e.g. -able is in table but doesn't act a suffix) Create lists of words which fit the pattern/sound/rule and check children know meanings. Use the NC spelling appendix to ensure these are appropriate to the Year Group.	Review: Today the pattern/sound/rule should be developed further through discussion and practice. Teach: Look at exceptions to the rule. Which words don't match? (e.g. weight doesn't match the 'I before E' rule) Practice using Spelling Games, use appropriate phonic, morphemic and graphic strategies. Application: Using the words lists from yesterday, write words in context: sentences or paragraphs.	Teach: Display and discuss 3 CEW words from the Year 3/4 National Curriculum Appendix. Check the meanings of the words. Discuss strategies for how to learn these. Below, the words are organised in alphabetical order, but these may be substituted for other words which are relevant to themes and other curriculum areas: e.g. 'quarter' whilst studying fractions in maths Practice using games. Application: Using the words lists from, write words in context: sentences or paragraphs. (See Twinkl Statutory word activity mats for ideas too)	Review the week's spelling pattern. Discuss rules and exceptions. Practice: to help the children learn these. -Spelling Bee -Whiteboards -Chanting -Mnemonics -Quiz Application: through dictation using the words in sentences. Show meaning through context. Use as assessment tool prior to test the next day.	LKS2: 8 key words which follow the weekly pattern/sound/rule from the NC Spelling Curriculum. 2 words which children are not given but apply the weekly pattern/sound/rule. 3 words from the 100 CEW list. Total = 13 Intervention spellings: 8 words from the revisit/review 3 words from the year 3 current taught rule Total = 11

Year 1 revision

Year 2 revision

Year 3/4 revision

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (8 given, 2 applied)	Revisit and Review	Words from 100 List
Term 1 Week 1	Suffixes: Adding –ing Look at the different ways of adding ing: a. words ending with e (e.g. becoming) b. adding ing (long vowels such as waiting) c. doubling consonant (forgetting)	Suffix Vowels Consonants Verbs	Forgetting Beginning Gardening Understanding Travelling Writing Believing Becoming Arriving Discussing	Y1- Best bet for vowel sounds – oo, ai, ee, igh, oa, oo ai/ ay/ a-e <i>rain, wait, train, paid, afraid day, play, say, way, stay, made, came, same, take, safe</i> ee/ea/ie/ e-e <i>these, theme, complete, see, tree, green, meet, week, sea, dream, meat, each, chief, field, thief</i> igh/ie/ i-e <i>five, ride, like, time, side, high, night, light, bright, right, lie, tie, pie, cried, tried, dried</i> oa/ oe/ ow/ o-e <i>home, those, woke, hope, hole, boat, coat, road, coach, goal, toe, goes</i> <i>own, blow, snow, grow, show</i> oo/ u-e <i>June, rule, rude, use, tube, tune, food, pool, moon, zoo, soon</i>	<i>These words will already be familiar to the children as they will have been covered in Y3.</i> accident actually address
Term 1 Week 2	Suffixes: Adding –ed Look at the different ways of adding ed: a. words ending with e (just add d) b. adding ed (long vowels such as waited) c. doubling consonant (clapped) Note: make link to similarity to last week.	Suffix Vowels Consonants Verbs	Clapped Waited Played Closed Decided Lifted Listened Chopped Jumped Rubbed	Y2: Homophones and near-homophones <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>	answer appear arrive

Term 1 Week 3	Suffixes: Adding –er or other suffixes Note: explain to the children that not all –er words are suffix words (e.g. never, over) The rule for adding –er is similar to the above rules for adding –ed and –ing.	Suffix Vowels Consonants Nouns Adjectives	Gardener Beginner Stronger Thinner Shopper Drummer Player Happier Writer Driver	Y1: Adding the prefix –un The prefix un– is added to the beginning of a word without any change to the spelling of the root word. <i>unhappy, undo, unload, unfair, unlock</i>	believe bicycle breath
Term 1 Week 4	Suffixes: Adding ‘shun’ with a –sion Explain that the ‘shun’ sound can be made in different ways but the most common are –tion and –sion. These words use –sion rather than –tion.	Suffix Verbs Nouns	Television Inclusion Mansion Session Discussion Confusion Occasion Illusion Invasion Conclusion	Year 2 CEWS: because, pretty, beautiful who	breathe build business
Term 1 Week 5	Suffixes: Adding ‘shun’ with an –tion Explain that the ‘shun’ sound can be made in different ways but the most common are –tion and –sion. Note: a general rule is that all –tion words are nouns. Also, -tions are generally t or –te endings.	Suffix Verbs Nouns	Section Invention Population Addition Reaction Subtraction Edition Protection Caution Position	Year 2 CEWs: door, floor, poor people, again	calendar caught centre
Term 1 Week 6	Suffixes: Adding –ation Similar to last week, but these words finish –ation with a long ‘a’ sound.	Suffix Verbs Nouns Vowels	Relation Multiplication Information Sensation Location Vacation	Revisit/Review of taught 3/4 objectives from this term	century certain circle

			Donation Education Population Formation		
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Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (8 given, 2 applied)	Revisit and Review	Words from 100 List
Term 2 Week 1	Suffixes: Adding –ly Explore the rules of adding –ly, similar to adding –ing: a. Just add –ly b. Remove ‘y’ and add –ily c. add –ally (usually ‘c’ words – basically) d. remove ‘e’ (as in gently) These usually create adverbs	Suffix Verbs Nouns Adverbs	Confidently Completely Finally Happily Angrily Gently Funnily Friendly Speedily Slowly	Y2: Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	complete consider continue
Term 2 Week 2	Suffixes: Adding –ous This suffix generally changes a noun to an adjective (e.g. fame to famous). Sometimes the ‘e’ is removed before ‘ous’ is added.	Noun Adjective Suffix	Contentious Dangerous Serious Curious Obvious Outrageous Mountainous Various Poisonous Jealous	Y2: Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. <i>hiking, hiked, hiker, nicer, nicest, shiny</i>	decide describe different
Term 2 Week 3	Prefixes meaning ‘opposite’	Prefix Root Word	Inactive Incorrect	Y2: Adding –ing, –ed, –er, –est and –y to words of one syllable	difficult disappear

	Starting with 'un' and 'in', children need to know that these prefixes give the root word the opposite meaning. ('im' is sometimes used too.)	Opposite Antonym	Unfriendly Unreliable Unemployed Unhealthy Undecided Unrecognised Untidy Unbearable	ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. <i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>	early
Term 2 Week 4	Prefixes meaning 'opposite' Mis and Dis can also give the opposite meaning to the root word.	Prefix Root Word Opposite Antonym	Misunderstand Misdirect Misread Misspell Misbehave Discover Disobey Disconnect Disgrace Disable	Y2: The suffixes –ment, –ness, –ful, –less and –ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. <i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</i>	earth eight/eighth enough
Term 2 Week 5	Prefixes with other meanings: 're' A common prefix which means repeat or do again.	Prefix Root Word Repeat	React Recall Refresh	Year 2 CEWs: child, children, any, many, Christmas	exercise experience experiment

	Note: ensure children understand that it's only technically a prefix when added to a root word. So relax isn't a 're' prefix as lax does not have a connected meaning.		Rewind Reappear Reapply Replay Remind Refund Rerun		
Term 2 Week 6	Prefixes with other meanings: Look at a range of other prefix meanings: Sub – means under Anti – means against Inter – means between Super – means above Auto – means on its own	Prefix Root Word	Submarine Subheading Anti-clockwise International Interact Intercity Superman Supermarket Superstar Automatic	Revisit/Review of taught 3/4 objectives from this term	extreme famous favourite

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (8 given, 2 applied)	Revisit and Review	Words from 100 List
Term 3 Week 1	The –ou sound /ʊ/ Learn that this sound can be made by ou. This about other ou spellings which don't make the same sound.	Vowel sound	Young Touch Double Trouble Country Couple Courage Cousin Enough Rough	Y1: Adding s and es to words (plural of nouns and the third person singular of verbs) If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es. <i>cats, dogs, spends, rocks, thanks, catches</i>	February forward(s) fruit
Term 3 Week 2	Where y is used instead of i A y can make the i vowel sound	Vowel sound	Typical Mysterious Egypt Pyramid	Y2: Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were	grammar group guard

			Gymnastics System Symbol Crystal Hymn Oxygen	written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>	
Term 3 Week 3	Words ending –sure: This is a common spelling ending	Suffix	Measure treasure pleasure enclosure assure closure unsure pressure ensure insure	Y2: Adding –es to nouns and verbs ending in –y <i>flies, tries, replies, copies, babies, carries</i>	guide heard heart
Term 3 Week 4	Words ending –ture This is a common spelling – but check that the word is not spelt with a tcher as in 'stretcher'.	Suffix	Creature furniture structure nature adventure puncture future mature mixture capture	Recap Y2's learning first) The possessive apostrophe (singular nouns) Ensure there is clarity of when to use a possessive apostrophe and when a word is a plural. <i>Megan's, Ravi's, the girl's, the child's, the man's</i> <i>girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</i>	height history imagine
Term 3 Week 5	Words with /s/ spelt sc Where the 'sc' sounds like 's' it comes from Latin. Children must learn that	Sound Vowel Latin Consonant	Science scene discipline fascinated	Year 2 CEWs: old, cold, gold, hold, told	increase important interest

	science effectively has a silent c after the s. <i>Note: this is a brand new pattern and not covered in Y3.</i>		crescent descend ascend scent scissors muscle		
Term 3 Week 6	Words with a /k/ sound spelt ch Comes from Greek. Children must learn that the usual 'ch' sound actually makes a 'k' sound as in school. <i>Note: this is a brand new pattern and not covered in Y3.</i>	Sound Vowel Greek Consonant	Scheme chorus chemist echo character school technical ache technology stomach	Revisit/Review of taught 3/4 objectives from this term	island knowledge learn

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (8 given, 2 applied)	Revisit and Review	Words from 100 List
Term 4 Week 1	Words with a 'sh' sound spelt 'ch' In these words, the ch sound is unusual because it sounds like it should be spelled with an sh (not ch). Note: Usually French in origin. <i>Note: this is a brand new pattern and not covered in Y3.</i>	French Digraph	<i>There are very few words which fit this pattern so give 5 ch and 5 sh words: (both make the same sound)</i> Chef Chalet machine brochure parachute shallow Shadow Shower Shake Shirt	Y2: Words ending in -tion <i>station, fiction, motion, national, section</i>	length library material

Term 4 Week 2	Words containing ei or ey These make the 'ay' sound with ei or ey. Careful to note there are some homophones among the spelling words.	Vowel sound Digraph	Vein Weigh eight neighbour they obey reign weight sleigh veil	Y2: The suffixes –ment, –ness, –ful, –less and –ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable <i>enjoyment, sadness, careful, playful, plentiful, hopeless, penniless, plainness (plain + ness), happiness, badly, happily, merriment</i>	medicine mention minute
Term 4 Week 3	Apostrophes for contraction Children will be familiar with many of these words but they must know which two words have been contracted (e.g. should + not = shouldn't). Learn that whilst these can be common in speech, in writing they are typically only used in information writing.	Contraction Abbreviation Apostrophe	Shouldn't Couldn't Let's Doesn't There's They're Wouldn't You've You're Mustn't	Y2: The suffixes –ment, –ness, –ful, –less and –ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable <i>enjoyment, sadness, careful, playful, plentiful, hopeless,</i>	natural naughty notice

				<i>penniless, plainness (plain + ness), happiness, badly, happily merriment</i>	
Term 4 Week 4	Apostrophes for possession Children typically find this easy with children's names but forget with things which are not names (e.g. 'the school's uniform is green'). Also, ensure children don't wrongly place these for plurals (e.g. bananas') when the word is singular.	Possession Apostrophe	<i>These could be given in context to help them understand: focus on correct use of apostrophe rather than spelling of other words.</i> Harry's wand Matilda's book The school's uniform The cat's whiskers The car's tyres Year 3's classroom The team's kit Children's pencils The flower's petals England's flag	Year 3/4 CEW test time Year 2 CEWs: great, break, steak sure, sugar, eye	occasionally often opposite
Term 4 Week 5	Apostrophes for plural possession This is the first time the children will have come across this. Start by ensuring the children know what plural is. Using pictures, explain that we need to show the difference between one cat's whiskers and two cats' whiskers. Look at the common errors made in writing such as boys' or boy's. <i>Note: ensure coverage of some exception plurals such as people and children. As these words are already plural, the apostrophe still comes before the 's'.</i>	Plural Apostrophe Possession/ive	<i>These will need to be tested in context: e.g.</i> Boy's / boys' ball Girl's / girls' cloakroom Cat's / cats' paws School's / schools' teams Rainbow's / Rainbows' colours The country's flag / countries' flags child's coat / children's coat person's cars / people's cars The road's / roads' surface The computer's /computers' keys	Year 3/4 CEW test time Year 2 CEWs: after, fast, last, past, father	ordinary particular peculiar
Term 4 Week 6	Suffix: -cian	Suffix	Musician electrician	Revisit/Review of taught 3/4 objectives from this term	perhaps popular

	These words sound like the tion and sion ending but are spelled cion. They are nearly always occupations .		magician politician mathematician optician technician beautician dietician clinician		position
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Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words:	Revisit and review	Words from 100 List
Term 5 Week 1	Common homophones (revision) Children must learn that homo (same) and phone (sounds) means words that sound the same but are spelled differently. Children must spend time learning the meaning of these words in pairs.	Homophone	<i>For each week of homophones, the words need to be learnt in pairs so they understand the context.</i> I / eye No / know Hear / Here Not / knot Be / bee By / buy For / four Hole / whole Night / knight One / won	Year 2 CEWs: find, kind, mind, behind Revisit previous Y1 objective Adding the prefix –un	Possession possible potatoes
Term 5 Week 2	Homophones See above – spellings must be learnt in pairs.	Homophone	He'll / heal Mail / male Meat / meet Bear / bare Flower / flour Sell / cell Hair / hare Deer / dear Fair / fare Fur / fir	Year 2 CEWs: most, only, both could, should, would Revisit previous Y2 objective: Homophones and near-homophones	pressure probably promise

Term 5 Week 3	Homophones See above – spellings must be learnt in pairs.	Homophone	Break / brake Grate / Great Main / mane Mist / missed Passed / past Grown / groan Hour / our Or / oar Pear / pair Poor / pour	Year 2 CEWs: every, everybody, even, money, parents Revisit previous Y3/4 objective	purpose quarter question
Term 5 Week 4	Homophones See above – spellings must be learnt in pairs.	Homophone	Piece / peace Plain / plane Scene / seen Prey / pray Write / right Reed/ read Root / route Sail / sale Sea / see Seam / seem	Year 2 CEWs: class, grass, pass, plant, path, bath Revisit previous Y2 objective Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	recent regular reign
Term 5 Week 5	Homophones See above – spellings must be learnt in pairs.	Homophone	So / sew Sight / site Shore / sure Beech / beach Some / sum Son / sun Stair / stare Steel / steal Tail / tale Weight / way	Year 2 CEWs: hour, move, prove, improve Revisit previous Y2 objective Adding the endings – ing, –ed, – er, –est and –y to words ending in –e with a consonant before it	remember sentence separate
Term 5 Week 6	Homophones See above – spellings must be learnt in pairs.	Homophone	To / two / too There / their / they're Where / wear Week / weak Toe / tow Toad / toed	Revisit/Review of taught 3/4 objectives from this term	special straight strange

	<i>Note: extension: begin looking ahead to Y5/6 curriculum homophones.</i>		Waist / waste Weather / whether Pane / pain Read / red		
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Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (8 given, 2 applied)	Revisit and Review	Words from 100 List
Term 6 Week 1	Suffix Revision: -ing, -ed and -er Revision of suffix from Term 1. Generally, the same rules apply to each: Doubling consonants (clapping) Removing e on -ing (coming) (this is retained on ed and er) Adding suffix with no change (walking, walker, walked).	Suffix Consonant	Beginning Understanding Writing Decided Started Chopped Shopper Drummer Player Striker	Year 2 CEWs: clothes, water Revisit previous Y2 objective Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	strength suppose surprise
Term 6 Week 2	Suffix Revision: (a)tion, sion and cian Revision from term 1 and 4 (see notes). Divide words into groups of -ation/-tion, -sion, -cian	Suffix Consonant	Decision Station Rotation Electrician Mathematician Television Nation Hesitation Multiplication Division	Year 2 CEWs: Mr, Mrs Revisit previous Year 2 objective The suffixes -ment, -ness, -ful, -less and -ly	therefore though thought
Term 6 Week 3	Suffix Revision: -ly adverbs Revision from term 2 a. Just add -ly b. Remove 'y' and add -ily c. add -ally (usually 'c' words – basically) d. remove 'e' (as in gently) These usually create adverbs	Suffix	Strangely (exception as e is left in) Completely Finally Happily Angrily Gently Calmly Friendly	Year 2 CEWs: wild, climb Revisit previous year 1 objective: Adding s and es to words (plural of nouns and the third person singular of verbs)	through various weight

			Speedily Hungriily		
Term 6 Week 4	Prefix Revision: un, im, in Revision from Term 2: all these prefixes give the opposite meaning to the root words	Prefix Antonym	Inactive Incorrect Unfriendly Impossible Important impatient Unhappy Uneven Unequal Independent	Year 2 CEWs: Busy, whole, half Revisit previous year 2 objective: Adding –es to nouns and verbs ending in –y	At random, now test three words from the 100 list with each spelling test.
Term 6 Week 5	Prefix Revision: mis and dis Revision from Term 2: all these prefixes give the opposite meaning to the root words	Prefix Antonym	Misunderstand Mistake mismatch miscount Misbehave Disappoint Disappear Disconnect Disgrace Disagree	Year 3/4 CEW revisit and review Revisit previous year 2 objective: Contractions	At random, now test three words from the 100 list with each spelling test.
Term 6 Week 6	Prefix Revision: Look at a range of other prefix meanings: Sub – means under Anti – means against Inter – means between Super – means above Auto – means on its own Re – repeat	Prefix	Submarine Subheading Anti-clockwise International Interact Intercity Superman Supermarket Superstar Automatic Refresh Reappear	Year 3/4 CEW revisit and review Revisit from previous year 2 objective The possessive apostrophe (singular nouns)	Assess Children on all 100 words in preparation for Year 5