

**Woodhouse Primary School**  
**Overview of Spelling Objectives**

**Year 4**

Green = Objectives from Appendix 1 (Spelling)

Blue = Objectives from Appendix 2 (Vocabulary, Grammar and Punctuation)

- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

- use further prefixes and suffixes and understand how to add them (English Appendix 1)

**Prefixes**

- ❖ **in-**: inactive, incorrect, illegal, illegible
- ❖ **il -**: illegal, illegible
- ❖ **im-**: immature, immortal, impossible, impatient, imperfect
- ❖ **ir-**: irregular, irrelevant, irresponsible

**Suffixes and word endings**

- ❖ **anti-**: antiseptic, anti-clockwise, antisocial
- ❖ **inter-**: interact, intercity, international, interrelated (inter + related)
- ❖ Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation)
- ❖ **-ation**: information, adoration, sensation, preparation, admiration
- ❖ **-ous**: poisonous, dangerous, mountainous, famous, various
- ❖ tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious hideous, spontaneous, courteous
- ❖ Endings which sound like /ʒən/ (**-sion**) - division, invasion, confusion, decision, collision, television
- Endings which sound like spelt /ʃən/:
- ❖ **-tion** - invention, injection, action, hesitation, completion
- ❖ **-sion** - expression, discussion, confession, permission, admission
- ❖ **-ssion** - expansion, extension, comprehension, tension
- ❖ **-cian** - musician, electrician, magician, politician, mathematician
- ❖ RECAP from Y3 (ly) If the root word ends in -y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable (happily, angrily)
- ❖ (ly) If the root word ends with **-le**, the **-le** is changed to **-ly**. (gently, simply, humbly, nobly)
- ❖ (ly) If the root word ends with **-ic**, **-ally** is added rather than just **-ly**, except in the word *publicly*. (basically, frantically, dramatically)

- spell further homophones

- Homophones and near-homophones: peace/piece, main/mane, fair/fare, scene/seen, male/mail, bawl/ball, whether/weather, who's/whether, missed/mist, medal/meddle, team/teem

- spell words that are often misspelt (English Appendix 1)

- Words with the /s/ sound spelt sc (Latin in origin) - science, scene, discipline, fascinate, crescent
- Words with endings sounding like /ʒə/ (measure, treasure, pleasure, enclosure) or /tʃə (creature, furniture, picture, nature, adventure)

- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

**The grammatical difference between plural and possessive -s**

**Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*]

Possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's)

- Use the first two or three letters of a word to check its spelling in a dictionary (ongoing objective during editing sessions)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (ongoing objective as part of SPaG activities)

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<b>Y4 Word List (Statutory) – 52 words</b>					
believe	complete	island	ordinary	probably	surprise
bicycle	consider	knowledge	particular	question	therefore
breath	continue	library	peculiar	regular	though/although
breathe	describe	material	perhaps	reign	thought
busy/business	enough	mention	popular	remember	through
calendar	famous	minute	position	separate	various
caught	favourite	naughty	possess(ion)	straight	woman/women
century	grammar	occasion(ally)	possible	strength	
certain	heard	opposite	potatoes	suppose	

### **Term 1 (Autumn)**

#### **Rare GPCs**

##### **Revise**

- Words with the /eɪ/ sound spelt ei, eigh, or ey
- Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, chalet, machine)
- The /ʌ/ sound spelt 'ou' (young, touch)

#### **Word endings**

- Words ending in /ure/ (treasure, measure)

#### **Prefixes and Suffixes**

- Prefixes in-, il-, im- and ir-
- Adding suffixes beginning with a vowel letters to words of more than one syllable (-ing, -en, -er, -ed) - forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation)

#### **Spell further homophones**

- peace/piece, main/mane, fair/fare

#### **Apostrophe**

- Possessive apostrophe with singular proper nouns (Cyprus's population)

#### **Proofreading**

- Teach proof reading strategies

#### **Learning and Practising Spellings**

- Learn selected words taught in new knowledge this term
- Learn words from the Year 3 and 4 word list
- Learn words from personal lists

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**Term 2 (Spring)**

**Revisit**

- Year 3 rare GPCs

**Rare GPCs**

- Revise words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) (league, tongue, antique, unique)

**Word endings**

- Words with endings sounding like /tʃə/ spelt ture (creature, furniture)
- Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian (invention, comprehension, expression, magician)

**Prefixes and suffixes**

- Prefixes anti- and inter-
- Suffixes –ation

**Homophones**

- scene/seen, male/mail, bawl/ball

**Apostrophe**

- Revise contractions from Year 2
- Possessive apostrophe with plurals

**Proofreading**

- Model how to use various strategies in proofreading, including using a dictionary

**Learning and Practising Spellings**

- Learn selected words taught in new knowledge this term
- Learn words from the Year 3 word list
- Learn words from personal lists

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**Term 3 (Summer)**

**Revisit**

- Prefixes from Year 3: un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- **Word families** based on common **words**, showing how words are related in form and spell words that are often misspelt (English Appendix 1)

**Rare GPCs**

- Words with the /s/ sound spelt sc (Latin in origin) (science, scene, fascinate)

**Word endings**

- Endings which sound like /ʒən/ spelt –sion (division, confusion)

**Prefixes and suffixes**

- Suffix –ly. Teach exceptions y change to i, le change to ly, ic change to ally.
- Suffix –ous (Poisonous, outrageous)

**Homophones**

- whether/weather, who's/whether, missed/mist, medal/meddle, team/teem

**Apostrophe**

- Apostrophe for possession, including singular and plural
- Revise contractions from Year 2 and plural apostrophe rules

**Proofreading**

- Check writing for misspelt words that are on the Year 3 and 4 lists

**Learning and Practising Spellings**

- Learn selected words taught in new knowledge this term
- Learn words from the Year 3 word list
- Learn words from personal lists
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.