## Spelling Curriculum Year 4

Autumn Term

| Week | Convention | Challenging Words (National Curriculum Word List) |
| :---: | :---: | :---: |
| 1 \& 2 | Spell words with the suffix -ly e.g. happily, easily, sleepily, angrily, gently, simply, nobly basically, frantically, dramatically | Revision of Y 3 Challenging Words |
| 3 \& 4 | Spell words with the -sure ending e.g. treasure, measure, pleasure, enclosure, closure | Revision of Y 3 Challenging Words |
| 5 \& 6 | Spell words with the -ture ending e.g. mixture, adventure, capture, feature, moisture, nature, picture, vulture | probably, naughty, perhaps |
| 7 | Spell words with the suffix -ous e.g. glory/glorious, fury/furious courage/courageous fame/famous space/spacious danger/dangerous, mountain/mountainous | various, different, opposite |
| 1 \& 2 | Spell words with the suffix -al e.g. medical, personal, capital, national, traditional | describe, surprise, suppose, decide |
| 3 \& 4 | Spell words with the suffix -ary <br> e.g. dictionary, glossary, necessary, library, anniversary | library, ordinary, February |
| 5 \& 6 | Spell words with the suffix -ic e.g. historic, specific, terrific, rhythmic, horrific | popular, regular, difficult |
| 7 | Spell common homophones e.g. fair/fare, break/brake, peace/piece, main/mane Assess all Term 1 Spelling Conventions | Assess all Term 1 Challenging Words |

## Spring Term

| Week | Convention | Challenging Words <br> (National Curriculum Word <br> List) |
| :--- | :--- | :---: |
| $\mathbf{1 \& 2}$ | Spell words with the -tion ending <br> e.g. fiction, fraction, direction, attention | experience, mention, position |
| $\mathbf{3 \& \& 4}$ | Spell words with the -sion ending <br> collision, confusion, exclusion, explosion, extension | experiment, extreme, favourite |
| $\mathbf{5 \& \&}$ | Spell words with the -ssion ending <br> e.g. profession, session, percussion, passion, mission, <br> possession | exercise, occasion(ally), <br> possess(ion) |
|  | Spell words with the -cian ending | possible, potatoes, pressure, |


| $\mathbf{1 8 \& 2}$ | e.g. physician, optician, magician, politician, electrician | sentence |
| :--- | :--- | :---: |
| $\mathbf{3 \& \& 4}$ | Add suffixes to words ending in -f,-ff, -ve and -fe <br> e.g. calf, elf, leaf, self <br> cuff, sniff, puff, cliff <br> curve, swerve, glove, believe <br> knife, life, safe, wife | promise, purpose, quarter, <br> therefore |
| $\mathbf{5 \& \& 6}$ | Spell plural words with possessive apostrophes e.g. girls', <br> children's <br> Assess all Term 2 | Assess all Term 2 <br> Challenging Words |

## Summer Term

| Week | Convention | Challenging Words (National Curriculum Word List) |
| :---: | :---: | :---: |
| 1 \& 2 | Spell words where the $k$ sound is spelt ch (Greek origin) e.g. chorus, chaos, echo, stomach. character | accident(ally), actual(ly), believe |
| 3 \& 4 | Spell words where the sh sound is spelt ch (French origin) e.g. chalet, chef, brochure, parachute, machine | bicycle, busy, business, particular, peculiar |
| 5 \& 6 | Spell -gue and -que words (French origin) e.g. tongue, antique <br> e.g. plague, tongue, rogue, league, vague antique, cheque, mosque, picturesque, unique | calendar, continue, knowledge, separate, straight |
| 1 \& 2 | Spell words where the s sound is spelt sc (Latin origin) e.g. scene. science, scissors, ascend, descend, scented, crescent | material, medicine, natural, special, |
| 3 \& 4 | Spell the more uncommon ei, eigh and ey graphemes for the a sound <br> e.g. vein, sleigh, obey, they, weigh, eight, grey | eight, eighth, weight |
| 5 \& 6 | Assess all Term 3 Spelling Conventions | Assess all Term 3 Challenging Words |

