



Dear Parents,

In Year 4, children are taught the following spelling rules (and exceptions) throughout the Autumn and Spring terms. Every 3 or 4 weeks, the children will have a review test that will include spelling rules taught so far. This will help us to assess whether children have learnt the rules and can apply them. Alongside this, teachers will include words from the National Curriculum (100 statutory words for Y3/4) and/or any common misspellings that arise within class. The test will be made up of 20 words that the teacher reads out and the child writes down. The sets of words in each section are examples. Teachers will not necessarily include these in the tests.

What could I be doing at home to help?

It will still be helpful for children to practise the words from the '100 statutory words' list, focusing on the words they spell incorrectly.

If they are confident spellers, they could practise the statutory words for Y5&6. Alternatively, a more enriching experience may be for your child to apply his/her spelling skills by playing word games such as Scrabble, Banagram, Boggle etc. Many of these games can be played with an adult, friend or on a computer/tablet.

If spelling is something that your child is having difficulty with e.g. there are words / patterns that s/he consistently misspells, the teacher may share the test outcomes with you and set some personalised learning. Children with specific learning difficulties relating to spelling e.g. dyslexia will have the test tailored to their needs.

Key Objectives from Years 2 and 3		Estimated dates of teaching
LO. I know when to add 's', 'es' and change 'y' to an 'i' to make plurals LO. I know when to add 'ed', 'd' , change 'y' to an 'i' or double a consonant to form the regular past tense LO. I can choose the correct way to make the 'ay' sound 'ei' 'eigh' 'ey'		Autumn week 1-3
Year 4 New Objectives (LO)		
LO. I can add the suffix 'ly' to turn an adjective into an adverb and know if it becomes 'ally'		
Teaching Points: <ul style="list-style-type: none"> The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: <ul style="list-style-type: none"> 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. If the root word ends with -le, the -le is changed to -ly If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>. The words <i>truly</i>, <i>duly</i>, <i>wholly</i>. 		Autumn week 1-3
sad/sadly warm/warmly strange/strangely final/finally near/nearly	happy/happily angry/angrily gentle/gently simple/simply usual/usually	patient/patiently complete/completely basic/basically dramatic/dramatically true/truly

LO. I can add the suffix 'ation' to form nouns			
Teaching Points: <ul style="list-style-type: none"> The suffix –ation is added to verbs to form nouns; the rules already learnt still apply (eg. remove final 'e' before adding suffix, change 'y' to an 'i') 			Autumn week 4 - 6
inform/information tempt/temptation expect/expectation	sense/sensation prepare/preparation animate/animation	separate/separation observe/observation vary/variation	
LO. I can spell words with the suffix which sounds like 'shun' 'tion' 'sion' 'ssion' 'cian'			
Teaching Points: <ul style="list-style-type: none"> Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word –tion is the most common spelling. It is used if the root word ends in t or te –ssion is used if the root word ends in ss or –mit –sion is used if the root word ends in d or de or se. Exceptions: attend – attention, intend – intention –cian is used if the root word ends in c or cs 			Autumn week 7 -9
act/action invent/invention inject/injection music/musician magic/magician	express/expression possess/possession admit/admission decide/decision conclude/conclusion	comprehend/comprehension extend/extension politics/politician attend/attention intend/intention	
LO. I can spell words with 'sure' 'ture' and 'er'			
Teaching Points: <ul style="list-style-type: none"> The ending sounding like 'sh' it is usually spelt –sure eg. measure The ending sounding like 'ch' it is usually spelt –ture eg. creature If the root word ends with (t)ch , then the ending will be spelt er – e.g. teach/teacher, catch/catcher, stretch/stretcher 			Autumn week 10-14
picture future creature nature	adventure measure pleasure treasure	furniture enclosure stretcher catcher	
LO. I can spell words which end in the 'g' or 'k' sound using 'gue' or 'que'			
tongue plague vague mosque	league fatigue unique antique	dialogue catalogue technique boutique	Spring week 1-3
LO. I can spell words where the 's' sound uses 'sc'			
Teaching Points: <ul style="list-style-type: none"> In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/ 			Spring week 4-6
scene science scientist	scissors crescent scenery	discipline fascinate conscience	
LO. I can choose the correct spelling of a homophone or near homophone in context			
meat/meet hear/here knot/not	peace/piece missed/mist scene/seen	whose/who's accept/except affect/effect	Spring week 7-10

National Curriculum 100 statutory words for Y3/4(also available on Squeebles spelling)

A:	B:	C:	D:	E:	F:
accident actual actually address answer appear arrive	believe bicycle breath build business busy	calendar caught centre century certain circle complete consider continue	decide describe different difficult disappear	early earth eight enough exercise experience experiment extreme	famous favourite February forward fruit
G:	H:	I:	J:	K:	L:
grammar group guard guide	heard heart height history	imagine important important increase interest interest island		knowledge	learn length library
M:	N:	O:	P:	Q:	R:
material medicine mention minute	natural naughty notice	occasion occasionally often opposite ordinary	particular peculiar perhaps perhaps popular position possess possession possible potatoes pressure probably promise purpose	quarter question	recent regular reign remember
S:	T:	U:	V:	W:	XYZ:
sentence separate special straight strange strength suppose surprise	therefore though thought		various	weight woman women	