

Year 4 Spelling Summary

Please note that the order in which the spelling patterns are taught may vary slightly.

Week	Spelling pattern with examples
1	<i>Double Consonant</i> <u>To spell two-syllable words containing double consonants</u> common kettle apple dinner cotton
2	<i>Homophones</i> <u>To distinguish between the spelling and meaning of common homophones</u> to/ too/two hear/here see/sea wait/weight new/knew
3	<i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u>
4	<i>Regular Verb Ending</i> <u>To spell regular verb endings (s, ed and ing)</u> cooks cooked cooking plays played playing jumps jumped jumping works worked working
5	<i>Regular Verb Endings</i> <u>To spell regular verb endings (s, ed and ing)</u> carry carries carried carrying cry cries cried crying try tries tried trying touch touches touched touching rush rushes rushed rushing
6	<i>Irregular Tense Changes</i> <u>To spell irregular tense changes</u> grow / grew know / knew sing / sang run / ran swim / swam
7	<i>Suffixes</i> <u>To recognise and spell suffixes –al, -ary and -ic</u> National Medical Dictionary February

8	<p><i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u></p>
9	<p><i>Suffixes</i> <u>To recognise and spell the suffixes -ship and -hood</u> membership ownership childhood neighbourhood</p>
10	<p><i>Suffixes</i> <u>To recognise and spelling the suffixes -ness and -ment</u> kindness fitness loveliness enjoyment management environment</p>
11	<p><i>Suffixes</i> <u>To recognise that nouns and adjectives can be made into verbs by using the suffixes</u> <u>ate/en/ify/ise</u> medicine medicate apology apologise deep deepen note notify</p>
12	<p><i>Suffixes</i> <u>To recognise that nouns and adjectives can be made into verbs by using the suffixes</u> <u>tion/ity/ness</u> educate education stupid stupidity mad madness</p>
13	<p><i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u></p>
14	<p><i>Words ending with f</i> <u>To investigate what happens to words ending in f when suffixes are added</u> calf calves elf elves knife knives thief thieves</p>
15	<p><i>Words ending with ff</i> <u>To investigate what happens to words ending in ff when suffixes are added</u> bluff bluffs cliff cliffs sniff sniffs puff puffs</p>
16	<p><i>Letter string ight</i> <u>To spell words with the ending -ight</u> light</p>

	fight fright right night
17	<i>Letter string tion</i> <u>To spell words with the ending -tion</u> promotion reaction addition ambition
18	<i>Letter string ious</i> <u>To spell words with the ending -ious</u> serious infectious curious obvious
19	High Frequency words <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u>
20	<i>Prefixes</i> <u>To recognise and spelling words with the prefixes al / af / ad / a</u> admire affection almost around
21	<i>v and k investigation</i> <u>To explore the occurrence of v and k within words</u> van river vase diver kick broken back keep tickle trick
22	wa and wo words <u>To explore the occurrence of the letter strings wa and wo within words</u> was swamp war swat woman swollen wok sword
23	<i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u>
24	<i>Letter strings</i> <u>To spell words with common letter strings but different pronunciations</u> tough/through/plough bear/fear light/weight
25	<i>Letter strings</i> <u>To spell words with common letter strings but different pronunciations</u>

	hour/pour/journey aunt/haunt/because notice/police/twice/Alice
26	<i>Words from roots</i> <u>Collect and clarify words with common roots</u> Advent/invent/prevent Phone/telephone/microphone
27	<i>Words from roots</i> <u>Collect and clarify words with common roots / investigate origins and meanings</u> Octo - eight (octagon and octopus) Micro – small (microscope and microlight) Naus – ship (nausea and nautical) Annus – year (annual and anniversary) Aqua – water (aquarium and aqueduct)
28	<i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u>
29	<i>Suffixes</i> <u>To practise extending words by adding –ful, -ly and -ive</u> painful beautiful quickly jokingly forgive explosive
30	<i>Suffixes</i> <u>To practise extending words by adding parts –ic and -ist</u> comic allergic artist specialist
31	<i>Suffixes</i> <u>To recognise and spelling the suffixes –ible and -able</u> horrible possible breakable miserable
32	<i>Its and it's</i> <u>To distinguish the two forms</u> Its (possessive and contains no apostrophe) It's (it is contracted and contains an apostrophe)
33	<i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u>
34	<i>Compound words</i> <u>To investigate compound words and recognise that they can aid spelling</u> windmill

	weekend football tablecloth
35	<i>Prefixes and suffixes</i> <u>To understand how diminutives are formed</u> minibus minimum mini-beast duckling sapling weakling
36	<i>Prefixes and suffixes</i> <u>To understand how diminutives are formed</u> microscope microphone microfilm brunette cigarette