

Half-termly spelling lists Year 4

AUTUMN 1: suffixes, homophones, conjunctions					
Week 1 <i>Suffixes</i>	Week 2 <i>Suffixes</i>	Week 3 <i>Suffixes</i>	Week 4 <i>Suffixes</i>	Week 5 <i>Common homophones/near homophones</i>	Week 6 <i>Common conjunctions/relative pronouns</i>
-ful -ment	-less -ness	-ly -tion	-sion -cian	Common homophones/near homophones	Common conjunctions/relative pronouns
<i>Repeat of year 3 patterns/rules with trickier words and occasional repeated words (overlearning/long-term memory)</i>					
delightful shameful thoughtful beautiful peaceful environment advertisement achievement judgement retirement	hopeless thoughtless powerless worthless weightless loneliness bitterness forgiveness cleanliness greatness	thoughtfully thankfully fearfully politely strangely eruption disruption extinction medication meditation	explosion erosion progression division cohesion optician magician musician politician dietician	there their they're where were whether weather two too to	although before after since after until while when where which

AUTUMN 2: mixed year 3/4 spelling patterns + prefixes

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words</p>	<p>The /ʌ/ sound spelt ou</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling</p> <ul style="list-style-type: none"> - mis - un - dis 	<p>Most prefixes are added to the beginning of root words without any changes in spelling</p> <ul style="list-style-type: none"> -in -im 	<p><i>Revision</i></p> <p><i>Mixed rules /patterns</i></p>
<p><i>Repeat of year 3 patterns/rules with trickier words and occasional repeated words (overlearning/long-term memory)</i></p>					
<p>forgetting forgotten beginning beginner prefer preferred gardening gardener limiting limited</p>	<p>mystery hymn crystal oxygen symbol system symptom syrup typical mystical</p>	<p>courage country encourage encouraging rough tough cousin flourish nourish nourishment</p>	<p>misbehave misinform misunderstand unfair untrained unwrapped disinfect disappear disappointment disagreement</p>	<p>incomplete inoffensive inaccurate inconsiderate incapable impossible imperfect improbable impatient immature</p>	<p>beginning limited oxygen typical courage cousin misunderstand disappointment incomplete impatient</p>

SPRING 1: more prefixes and suffixes

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Most prefixes are added to the beginning of root words without any changes in spelling</p> <p><i>re-</i> <i>sub-</i></p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling</p> <p><i>super-</i> <i>anti</i></p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling</p> <p><i>inter-</i> <i>auto-</i></p>	<p>Suffixes <i>-ation -ly</i></p> <p>The suffix <i>-ation</i> is added to verbs to form nouns. The rules already learnt still apply. The suffix <i>-ly</i> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <i>-ly</i> starts with a consonant letter, so it is added straight on to most root words.</p>	<p>Suffixes <i>-ly -ing (remove e)</i></p> <p>:</p> <p>Exceptions: (1) If the root word ends in <i>-y</i> with a consonant letter before it, the <i>y</i> is changed to <i>i</i>, but only if the root word has more than one syllable. If the root word ends with <i>-le</i>, the <i>-le</i> is changed to <i>-ly</i> If the root word ends with <i>-ic</i>, <i>-ally</i> is added rather than just <i>-ly</i>, except in the</p>	<p><i>Revision</i></p> <p><i>Mixed rules /patterns</i></p>
<p>Repeat of year 3 patterns/rules with trickier words and occasional repeated words (overlearning/long-term memory)</p>					
<p>revise revision return refresh retrieve submerge subtraction submissive subservient subcontinent</p>	<p>supernatural supernova supervise supermarket superwoman anticlockwise antibiotic antibacterial antidote antibody</p>	<p>international intermittent intergalactic internet interweave automatic automatically automobile autobiography autobiographical</p>	<p>education sensation vibration narration agitation immediately effectively fortnightly remarkably exactly</p>	<p>easily crazily happily heavily luckily writing managing concentrating noticing shuffling</p>	<p>retrieve subtraction supervise antibiotic internet automatic narration immediately heavily concentrating</p>

SPRING 2: suffixes and common endings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Words with endings sounding like /zə/ or /tʃə/</p> <p>The ending sounding like /zə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher</p>	<p>Endings which sound like /zən/</p> <p>If the ending sounds like /zən/, it is spelt as –sion.</p>	<p>The suffix –ous</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian</p> <p>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 se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.</p>	<p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>	<p><i>Revision</i></p> <p><i>Mixed rules /patterns</i></p>
<p><i>Repeat of year 3 patterns/rules with trickier words and occasional repeated words (overlearning/long-term memory)</i></p>					
<p>pleasure displeasure reassure leisure censure structure manufacture culture mixture agriculture</p>	<p>persuasion extension possession omission apprehension depression transfusion aggression oppression confusion</p>	<p>various serious adventurous mischievous conscious unconscious disastrous contagious rebellious victorious</p>	<p>prediction reservation persecution reflection illustration politician musician magician dietician optician</p>	<p>scheme chorus choir chemist echo character chef chalet machine brochure</p>	<p>leisure culture extension aggression adventurous disastrous reflection politician chemist chalet</p>

SUMMER 1: mixed year 3 / 4 spelling patterns, plural apostrophes, homophones

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Words with the /s/ sound spelt sc (Latin in origin) Words with the /ei/ sound spelt ei, eigh,	Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	Homophones	<i>Homophones and near homophones</i>	Revision Mixed rules/patterns
<i>Repeat of year 3 patterns/rules with trickier words and some repeated words (overlearning/long-term memory)</i>					
tongue league colleague catalogue dialogue antique unique technique	ascend descend crescent fascinate fascinating weight weightless sleigh	children’s people’s geese’s teeth’s women’s men’s girls’ boys’	accept except affect effect break brake groan grown	scene seen they’re there their whether weather rain	dialogue unique fascinate weight people’s horses’ except medal

cheque grotesque	veil reign	cats' horses'	medal meddle	two to too	scene their
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SUMMER 2: year 3 / 4 statutory spelling words

<i>Week 1 Statutory words</i>	<i>Week 2 Statutory words</i>	<i>Week 3 Statutory words</i>	<i>Week 4 Statutory words</i>	<i>Week 5 Statutory words</i>	<i>Week 6 Revision</i>
accident actually believe bicycle busy business calendar centre certain circle	consider decide disappear early exercise experience extreme favourite forward fruit	guard guide heard imagine increase knowledge library medicine mention naughty	notice occasion occasionally ordinary particular peculiar popular possession potatoes pressure	promise purpose quarter recent regular sentence separate suppose therefore although	believe certain early favourite guide library occasion potatoes separate although

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