

Chaddlewood Primary School Spelling Scheme: Year 4

Term 1

Tier 3 Words (linked to foundation subjects)	Statutory spellings 51-60	Statutory spellings 61-70	Statutory spellings 71-80	Statutory spellings 81-90	Statutory spellings 91-100
(set by teacher) Anglo- Saxons Settlement Christianity Chronology Significance Invasion Britain Artefacts Consequence Agriculture	imagine increase important interest island knowledge learn length library material	medicine mention minute natural naughty notice occasion occasionally often opposite	ordinary particular peculiar perhaps popular position possess possession possible potatoes	pressure probably promise purpose quarter question recent regular reign remember	sentence separate special straight strange strength suppose surprise therefore although/though

Chaddlewood Primary School Spelling Scheme: Year 4

Term 2

Tier 3 Words (linked to foundation subjects)	The -ed suffix (revise from Y2/Y3)	The -ed suffix (revise from Y2/Y3)	The -ing suffix	The -ing suffix	Contractions (revise from Y2/Y3)
(set by teacher) Digestion Teeth Incisor Canine Molar Premolar Oesophagus Stomach Intestines Saliva	grouped guarded guided imagined increased stemmed skidded thudded plotted grabbed	magnified horrified scurried purified steadied unemployed resprayed decayed destroyed replayed	beginning admitting shredding plotting rubbing learning mentioning positioning possessing questioning	increasing noticing promising separating surprising deciding smiling comparing practising providing	does not - doesn't was not - wasn't shall not - shan't will not - won't you are - you're has not - hasn't I am - I'm let us - let's it is or it has - it's cannot - can't
	Decide when to double the consonant (after a short vowel). The first 5 spellings have root words from the Y3/4 statutory word list.	If the root word ends in a -y that is preceded by a vowel, just add -ed (employ becomes employed). If the root word ends in a -y that is preceded by a consonant, drop the -y and add -ied (<i>magnify</i> becomes <i>magnified</i>).	Decide when to double the consonant (after a short vowel). The last 5 spellings have root words from the Y3/4 statutory word list.	Drop the -e add -ing. The first 5 spellings have root words from the Y3/4 statutory word list..	The apostrophe in a contraction represents a missing letter (or letters). Children need to be taught that <i>shan't</i> is a contraction of <i>shall not</i> and <i>won't</i> is a contraction of <i>will not</i> as these will be unfamiliar. Children need to know that <i>it's</i> can be a contraction of <i>it is</i> or <i>it has</i> . Children need to recognise that the personal pronoun <i>I</i> has to be capitalised when it forms part of a contraction (<i>I'm</i> not <i>i'm</i>). Children should be able to convert non-contracted forms to contracted forms and vice-versa.

Chaddlewood Primary School Spelling Scheme: Year 4

Term 3

Tier 3 Words (linked to foundation subjects)	The plural of words ending in -y (revise from Y2/Y3)	The sub- and super- prefixes	The inter- prefix	The anti- prefix	The auto- prefix
(set by teacher) Antarctica Research Climate Harsh Continent Environment Geographical Settlement Explorer Expedition	armies teddies fireflies families hobbies countries monkeys donkeys jockeys trolleys	submerge subheading submarine submerge subordinate subway superman superpower superhuman supermarket	interact interfere intercity international intermediate internet intergalactic interrupt intervene interlude	antiseptic anticlockwise antisocial antidote antibiotic antivenom anti-ageing antifreeze antiperspirant antigavity	autograph autobiography automatic autofocus autocorrect autopilot autorotate automobile autonomy autocue
	Look at the root word. If the penultimate letter is a vowel, just add -s (<i>monkey</i> becomes <i>monkeys</i>). If the penultimate letter is a consonant, drop the -y and add -ies (<i>baby</i> becomes <i>babies</i>). Some of the -eys spellings are repeated from Y3 as there are not many such words that can usefully be learnt but they help to reinforce the rule.	Sub- means under; super- means above.	Twinkl list. <i>inter-</i> means 'between' or 'among' If the root word starts with <i>r</i> , there will be a double <i>r</i> when the prefix is added (<i>related</i> becomes <i>interrelated</i>).	Twinkl list. <i>anti-</i> means against.	Twinkl list. <i>auto-</i> means 'self' or 'own'.

Chaddlewood Primary School Spelling Scheme: Year 4

Term 4

Tier 3 Words (linked to foundation subjects)	The suffix -ation	The suffix -ation	Words ending -sion and -tion	Words ending -sion and -tion	Words ending -ssion
(set by teacher) Linked to Classification: Classification Vertebrate Invertebrate Organism Respiration Nutrition Excretion Reproduction Growth movement	information adoration sensation preparation education location exaggeration concentration imagination organisation	creation radiation indication ventilation relegation dedication demonstration abbreviation translation vibration	division revision conclusion supervision persuasion fraction multiplication attraction invention position	corrosion decision evasion inversion explosion production reflection prevention prediction correction	expression discussion confession permission admission transmission obsession profession depression impression
	Twinkl list. The suffix <i>-ation</i> is added to verbs to form nouns (<i>inform</i> becomes <i>inform<u>ation</u></i>). If the root word ends in <i>e</i> , drop the <i>e</i> (<i>inspire</i> becomes <i>inspir<u>ation</u></i>).	Twinkl list. The suffix <i>-ation</i> - further words.	Children should be taught that the <i>-sion</i> ending is often pronounced <i>-jun</i> and the <i>-tion</i> ending is pronounced <i>-shun</i> .	More practice distinguishing between <i>-sion</i> and <i>-tion</i> .	Twinkl list. The <i>-ssion</i> ending is used if the root word ends in <i>-ss</i> or <i>-mit</i> .

Chaddlewood Primary School Spelling Scheme: Year 4

Term 5

Tier 3 Words (linked to foundation subjects)	Words ending -sure and -ture (revise from Y3)	The -ous suffix	The -ous suffix	The -ous suffix	Words with the 's' sound spelt 'sc'
(set by teacher)	treasure measure pleasure enclosure leisure creature picture nature furniture capture	dangerous poisonous mountainous joyous synonymous hazardous riotous perilous momentous scandalous	various furious glorious victorious mysterious humorous glamorous vigorous odorous rigorous	famous nervous ridiculous carnivorous herbivorous porous adventurous courageous outrageous advantageous	science crescent discipline fascinate scent scissors ascent descent scientist scenery
	Children should be taught to distinguish between the <i>-sure</i> and <i>-ture</i> sounds in order to choose the correct spelling.	Twinkl list Words ending <i>-ous</i> are always adjectives Words in which the <i>-ous</i> suffix is added with no change to the root word.	Twinkl list Words ending <i>-ous</i> are always adjectives If the root word ends in <i>-y</i> , change the <i>-y</i> to <i>-i</i> If the root ends in <i>-our</i> , this becomes <i>-or</i> before the <i>-ous</i> suffix (<i>glamour</i> becomes <i>glamorous</i>).	Twinkl list Words ending <i>-ous</i> are always adjectives If the root word ends in <i>-e</i> , drop the <i>-e</i> unless the root word ends in a soft <i>g</i> sound (<i>courage</i>), in which case retain the <i>e</i> (<i>courageous</i>).	Twinkl list These are words of Latin origin.

Chaddlewood Primary School Spelling Scheme: Year 4

Term 6

Tier 3 Words (linked to foundation subjects)	The -ly suffix (revise from Y3)	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Plural possessive apostrophes
(set by teacher)	usually actually really legally regally craftily snappily grumpily unwarily bossily	here/hear heel/heal main/mane mail/male knot/not	berry/bury meet/meat bear/bare blue/blew medal/meddle	missed/mist piece/peace plain/plane rain/reign/rein scene/seen	girls' boys' babies' parents' teachers' women's men's children's people's mice's
	<p>If the root word ends in an 'l', the word will end '-lly' when the '-ly' suffix is added (actual becomes actual<u>l</u>ly, usual becomes usual<u>l</u>ly, beautiful becomes beautiful<u>l</u>ly).</p> <p>If the root word ends in '-y' and has more than one syllable, the 'y' is changed to an 'i' (merry becomes merr<u>i</u>ly).</p>				<p>Twinkl list</p> <p>The 'apostrophe s' comes after the plural form of the word.</p> <p>For words such as <i>boy's</i> and <i>boys'</i>, children should be able to deduce from context which form to use.</p>

Chaddlewood Primary School Spelling Scheme: Year 4

Reserve lists

Statutory spellings (remainder)	Irregular past-tense verbs
thought through various weight woman women	brought bought heard flew ran sneaked caught fought blew built