

## Year 4: Spelling Curriculum

	Statutory	Non-statutory	Example words (non-statutory)
<b>Autumn Term</b>	Revisit Year 3 work. Use end of year assessments to inform planning.		
	The /ɪ/ sound spelt y elsewhere than at the end of words		<i>myth, gym, Egypt, pyramid, mystery</i>
	The /ʌ/ sound spelt ou		<i>young, touch, double, trouble, country</i>
	Homophones and near-homophones		<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</i>
<b>Spring Term</b>	Statutory	Non-statutory	Example words (non-statutory)
	The suffix –ation	<i>The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.</i>	<i>information, adoration, sensation, preparation, admiration</i>
	Words with endings sounding like /ʒə/ or /tʃə/	<i>The ending sounding like /ʒə/ is always spelt <b>–sure</b>. The ending sounding like /tʃə/ is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. teacher, catcher, richer, stretcher.</i>	<i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i>
Endings which sound like /ʒən/	<i>If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>.</i>	<i>division, invasion, confusion, decision, collision, television</i>	

	The suffix –ous	<p><i>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</i></p> <p><i>Sometimes there is no obvious root word.</i></p> <p><i>–our is changed to –or before –ous is added.</i></p> <p><i>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</i></p> <p><i>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</i></p>	<p><i>poisonous, dangerous, mountainous, famous, various</i></p> <p><i>tremendous, enormous, jealous</i></p> <p><i>humorous, glamorous, vigorous</i></p> <p><i>courageous, outrageous</i></p> <p><i>serious, obvious, curious</i></p> <p><i>hideous, spontaneous, courteous</i></p>
Summer Term	<b>Statutory</b>	<b>Non-statutory</b>	<b>Example words (non-statutory)</b>
	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p><i>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</i></p> <p><i>–tion is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</i></p> <p><i>–ssion is used if the root word ends in <b>ss</b> or –mit.</i></p> <p><i>–sion is used if the root word ends in <b>d</b> or <b>se</b>.</i></p> <p><i>Exceptions: attend – attention, intend – intention.</i></p> <p><i>–cian is used if the root word ends in <b>c</b> or <b>cs</b>.</i></p>	<p><i>invention, injection, action, hesitation, completion</i></p> <p><i>expression, discussion, confession, permission, admission</i></p> <p><i>expansion, extension, comprehension, tension</i></p> <p><i>musician, electrician, magician, politician, mathematician</i></p>
	Words with the /k/ sound spelt ch (Greek in origin)		<i>scheme, chorus, chemist, echo, character</i>
	Words with the /ʃ/ sound spelt ch (mostly French in origin)		<i>chef, chalet, machine, brochure</i>
	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		<i>league, tongue, antique, unique</i>
Words with the /s/ sound spelt sc (Latin in origin)	<i>In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.</i>	<i>science, scene, discipline, fascinate, crescent</i>	

Year 4 : Word list

Autumn Spellings

Spring Spellings

accident(ally)  
actual(ly)  
appear  
believe  
breath  
breathe  
busy  
business  
calendar  
century  
certain  
complete  
decide  
early  
enough  
exercise  
experience  
extreme  
guard  
guide  
heart  
imagine  
increase  
island  
knowledge

medicine  
mention  
naughty  
notice  
occasion(ally)  
opposite  
ordinary  
particular  
peculiar  
possess(ion)  
potatoes  
pressure  
probably  
promise  
purpose  
regular  
reign  
separate  
special  
strange  
strength  
suppose  
surprise  
therefore  
various

***Summer Term: Revise all spellings taught in Autumn & Spring Terms***

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.