

## YEAR 4 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Key topic words</b>		<b>Apply</b> Words with endings sounding like /ʒə/ eg measure, treasure, pleasure, enclosure		<b>Practise</b> peace/piece, main/mane, fair/fare (Spelling Bank p22)	
	<b>Teach</b> Words with endings sounding like /ʒə/ eg measure, treasure, pleasure, enclosure		<b>Practise</b> Possessive apostrophe with singular proper nouns eg Cyprus's population.		<b>Practise</b> Words from personal and statutory word lists
<b>Key topic words</b>		<b>Learn</b> new words from personal spelling list and statutory list		<b>Apply</b> peace/piece, main/mane, fair/fare. (Spelling Bank p22)	
	<b>Practise</b> Words with endings sounding like /ʒə/ eg measure, treasure, pleasure, enclosure		<b>Teach</b> peace/piece, main/mane, fair/fare (Spelling Bank p22)		<b>Apply</b> Dictation of sentences that include words learnt so far
<b>Learn</b> Spellings from personal and statutory word list		<b>Teach</b> Possessive apostrophe with singular proper nouns eg Cyprus's population.		<b>Learn</b> Words from personal and statutory word lists	

## 2<sup>nd</sup> Half of term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Revisit/review</b> What was taught last half-term		<b>Apply</b> Prefixes in-, il-, im-. ( <i>Spelling Bank p 57</i> )		<b>Apply</b> Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /ʃ/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3) young, touch, double, trouble, country,	
	<b>Teach</b> Prefixes in-, il-, im-. ( <i>Spelling Bank p 57</i> )  illegal, illegible, impossible, impatient, imperfect, irregular, irresponsible		<b>Teach</b> Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /ʃ/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3) young, touch, double, trouble, country,		<b>Teach</b> Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, –ing, -er, -en, ed
<b>Revisit/review</b> What was taught last half-term		<b>Learn</b> Words from personal and statutory word lists		<b>Learn</b> Words from personal and statutory word lists	
	<b>Practise</b> Prefixes in-, il-, im-. ( <i>Spelling Bank p 57</i> ) Suffixes: illegal, illegible, impossible, impatient, imperfect, irregular, irresponsible		<b>Practise</b> Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /ʃ/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3) young, touch, double, trouble, country,,		<b>Practise</b> Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, –ing, -er, -en, ed
<b>Teach</b> Proof-reading		<b>Apply</b> Pair testing of words learnt		<b>Apply</b> Pair testing of words learnt	

## YEAR 4 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Teach</b> Rare GPCs – guide and guard (from spelling lists)		<b>Apply</b> Word endings – ture		<b>Practise</b> Homophones – scene/seen, mail/male, bawl/ball	
	<b>Teach</b> Word endings – ture		<b>Practise</b> Possessive apostrophe with singular proper nouns		<b>Learn</b> Words from personal and statutory word lists
<b>Practise</b> Rare GPCs – guide and guard (from spelling lists)		<b>Learn</b> new words from personal spelling list and statutory list		<b>Apply</b> Homophones – scene/seen, mail/male, bawl/ball	
	<b>Practise</b> Word endings – ture		<b>Teach</b> Homophones – scene/seen, mail/male, bawl/ball		<b>Revise/review</b> of learning so far this term
<b>Learn</b> Spellings form personal and statutory word list		<b>Teach</b> Possessive apostrophe with singular proper nouns		<b>Apply</b> Dictation with a range of words learnt so far this term	

## 2<sup>nd</sup> Half of term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Revisit/review</b> What was taught last half-term		<b>Apply</b> Prefixes –ir, inter-, anti-		<b>Apply</b> - cian, -sion, - tion, -ssion,	
	<b>Teach</b> Prefixes –ir, inter-, anti-		<b>Teach</b> - cian, -sion, - tion, -ssion,		<b>Review/revise</b> What has been learnt this half-term
<b>Revisit/review</b> What was taught last half-term		<b>Learn</b> Words from personal and statutory word lists		<b>Learn</b> Words from personal and statutory word lists	
	<b>Practise</b> Prefixes –ir, inter-, anti-		<b>Practise</b> - cian, -sion, - tion, -ssion,		<b>Review/revise</b> What has been learnt this half-term
<b>Teach</b> Proof-reading		<b>Apply</b> Pair testing of words learnt		<b>Apply</b> Pair testing of words learnt	

YEAR 4 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Teach</b></p> <p>Rare GPCs – /s/ spelt sc as in science, abscess, ascend, descend</p>		<p><b>Apply</b></p> <p>Word endings</p> <p>/ʒən/</p> <p>-sion,</p>		<p><b>Practise</b></p> <p>Homophones whether/weather, missed/mist, who's/whose, medal/meddle. (Spelling Bank p22)</p>	
	<p><b>Teach</b></p> <p>Word endings</p> <p>/ʒən/</p> <p>-sion, eg division, confusion.</p> <p>division, invasion, confusion, decision, television, collision</p>		<p><b>Practise</b></p> <p>Revise apostrophes for contraction and plural apostrophe rules</p>		<p><b>Learn</b></p> <p>Words from personal and statutory word lists</p>
<p><b>Practise</b> Rare GPCs as above</p>		<p><b>Learn</b> new words from personal spelling list and statutory list</p>		<p><b>Apply</b></p> <p>Homophones – whether/weather, fair/fare, medal/meddle. (Spelling Bank p22)</p>	
	<p><b>Practise</b></p> <p>Word endings</p> <p>/ʒən/</p> <p>-sion,</p>		<p><b>Teach</b></p> <p>Homophones whether/weather, missed/mist, who's/whose, medal/meddle. (Spelling Bank p22)</p>		<p><b>Teach</b></p> <p>Adding –ous</p> <p>Poisonous, dangerous, famous, enormous, jealous, serious, hideous</p>
<p><b>Learn</b></p> <p>Spellings from personal and statutory word list</p>		<p><b>Teach</b></p> <p>Revise apostrophes for contraction and plural apostrophe rules</p>		<p><b>Apply</b></p> <p>Dictation with a range of words learnt so far this term</p>	

## 2<sup>nd</sup> Half of term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Revisit/review</b></p> <p>Adding –ous</p> <p>Poisonous, dangerous, famous, enormous, jealous, serious, hideous</p>		<p><b>Apply</b></p> <p>Prefixes un-, dis-, in, re-, sub-, inter-, super-, anti-, auto- (only do those children need more work on)</p>		<p><b>Apply</b></p> <p>- adding suffix –ly (noun to adverb) including words ending in y, le and ic</p> <p>Sadly, completely, usually, finally, happily, angrily, gently, simply, basically, dramatically,</p>	
	<p><b>Revise</b></p> <p>Prefixes un-, dis-, in, re-, sub-, inter-, super-, anti-, auto- (only do those children need more work on)</p>		<p><b>Teach</b></p> <p>- adding suffix –ly (noun to adverb) including words ending in y, le and ic</p> <p>Sadly, completely, usually, finally, happily, angrily, gently, simply, basically, dramatically</p>		<p><b>Review/revise</b></p> <p>What has been learnt this half-term</p>
<p><b>Apply</b></p> <p>Adding –ous</p> <p>Poisonous, dangerous, famous, enormous, jealous, serious, hideous</p>		<p><b>Learn</b></p> <p>Words from personal and statutory word lists</p>		<p><b>Learn</b></p> <p>Words from personal and statutory word lists</p>	
	<p><b>Practise</b></p> <p>Prefixes un-, dis-, in, re-, sub-, inter-, super-, anti-, auto- (only do those children need more work on)</p>		<p><b>Practise</b></p> <p>- adding suffix –ly (noun to adverb) including words ending in y, le and ic</p> <p>Sadly, completely, usually, finally,</p>		<p><b>Review/revise</b></p> <p>What has been learnt this half-term</p>

			happily, angrily, gently, simply, basically, dramatically		
<b>Teach</b> Proof-reading including mis- spelt words on statutory list		<b>Apply</b> Pair testing of words learnt		<b>Apply</b> Pair testing of words learnt	