

Crossacres Medium Term Spelling Plan

Year 4

*Blue = National Curriculum expectations*

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| Term | Week | Expectation |
| *Autumn 1**(Units 1-5)* | 1 | **Unit 1:** ea*Use further prefixes and suffixes and understand how to add them**Spell further homophones**Homophones and near-homophones* |
| 2 | **Unit 2:** ask, ast, ass |
| 3 | **Unit 3:** ur, ure*Words with endings sounding like /ʒə/ or /tʃə/ eg. treasure* |
| 4 | **Unit 4:** double consonants |
| 5 | **Unit 5:** silent letters o, h and c*Use the first two or three letters of a word to check its spelling in a dictionary**The /^/ sound spelt ou, eg. Trouble**Words with the /k/ sound spelt ch (Greek in irogin), eg. Chemist**Words with the /s/ sound spelt sc (Latin in origin), eg. science* |
| 6-8 | *Revisit/extend expectations based on assessment information.* |
| *Autumn 2**(Units 6-10)* | 1 | **Unit 6:** dis, mis, in, im, il, ir, un*Use further prefixes and suffixes and understand how to add them**More prefixes, eg in-, sub- super-* |
| 2 | **Unit 7:** de, re, pre, non*Use further prefixes and suffixes and understand how to add them**More prefixes, eg in-, sub- super-* |
| 3 | **Unit 8:** ly ending*Suffix -ly* |
| 4 | **Unit 9:** sure, ture*Words with endings sounding like /ʒə/ or /tʃə/ eg. treasure* |
| 5 | **Unit 10:** ous, ious, eous*Use further prefixes and suffixes and understand how to add them**Adding suffixes beginning with vowel letters to words of more than one syllable**The suffix –ous, eg. poisonous* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Spring 1**(Units 11-15)* | 1 | **Unit 11:** tion, ation*Suffix –ation**Endings which sounds like, spelt –tion, -sion, ssion, -cian, eg. musician* |
| 2 | **Unit 12:** sion, ssion, cian*Endings which sounds like confusion**Endings which sounds like, spelt –tion, -sion, ssion, -cian, eg. musician* |
| 3 | **Unit 13:** auto, circ, anti*Use further prefixes and suffixes and understand how to add them**More prefixes, eg in-, sub- super-* |
| 4 | **Unit 14:** trans, tele, bi, sub, super*Use further prefixes and suffixes and understand how to add them**More prefixes, eg in-, sub- super-* |
| 5 | **Unit 15:** ship, hood*Use further prefixes and suffixes and understand how to add them* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| *Spring 2**(Units 16-20)* | 1 | **Unit 16:** words from French: ch, que, gue*Words with the /∫/ sound spelt ch (mostly French in origin), eg. Chef**Words ending with the /g/ sound spelt –gue and the /k/ sounds spelt –que (French in origin), eg. antique* |
| 2 | **Unit 17:** igh*Use further prefixes and suffixes and understand how to add them* |
| 3 | **Unit 18:** a, al, ad, af*Use further prefixes and suffixes and understand how to add them**More prefixes, eg in-, sub- super-* |
| 4 | **Unit 19:** f, ff, fe, ves*Adding suffixes beginning with vowel letters to words of more than one syllable* |
| 5 | **Unit 20:** en, on |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Summer 1**(Units 21-25)* | 1 | **Unit 21:** using apostrophes: plural possessives*Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s)**Possessive apostrophe with plural words* |
| 2 | **Unit 22:** homophones*Spell further homophones**Homophones and near-homophones* |
| 3 | **Unit 23:** syllables |
| 4 | **Unit 24:** ive*Use further prefixes and suffixes and understand how to add them**Adding suffixes beginning with vowel letters to words of more than one syllable**Endings which sound like /ʒən/ eg. confuaion* |
| 5 | **Unit 25:** able, ible*Use further prefixes and suffixes and understand how to add them**Adding suffixes beginning with vowel letters to words of more than one syllable* |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 2**(Units 26-28)* | 1 | **Unit 26:** unstressed vowels |
| 2 | **Unit 27:** word roots*Use further prefixes and suffixes and understand how to add them**Adding suffixes beginning with vowel letters to words of more than one syllable**More prefixes, eg in-, sub- super-* |
| 3 | **Unit 28:** dictionary work*Use the first two or three letters of a word to check its spelling in a dictionary* |
| 4 | *Revisit/extend expectations based on assessment information.* |
| 5 | *Revisit/extend expectations based on assessment information.* |
| 6 | *Revisit/extend expectations based on assessment information.* |