



**Term 1** - to revise prefixes and suffixes from Y3  
to revise and further investigate the use of homophones

**Topic, Science and Mathematics words should be taught alongside the rules below in line with the statutory requirements in Spoken Language.**

Words in blue come directly from the Y3/4 word list.

| Objective                                                                                       | Rules/Grammar Links                                 | Sample Words                                                                                                                                                                | Daily Activities |                                                                                                                                                          | Outcome                                                            |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. To learn the spellings of words from the Statutory Y3/4 list - exploring the links.          | Exploring words that link by context and theme.     | weight height length<br>strength calendar<br>February eight/eighth<br>library knowledge learn<br>answer question<br>grammar sentence<br>purpose                             | Mon              | Put the statutory words on tables. Pupils sort into groups. Discuss the outcomes of the groupings.                                                       | To be secure in spelling of common words.                          |
|                                                                                                 |                                                     |                                                                                                                                                                             | Tues             | Pupils each choose a word to investigate. Type - meaning - antonym - synonym - phonemes - vowels - consonants - syllables.                               |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Wed              | Discuss and rate words according to level of difficulty (length/difficulty of spelling/meaning).                                                         |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Thur             | Speed write the words causing the most difficulty.                                                                                                       |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Fri              | Test words. Discuss words for the following week.                                                                                                        |                                                                    |
| 2. To learn the spellings of words from the Statutory Y3/4 List.                                |                                                     | arrive bicycle busy<br>business different<br>difficult history<br>island material<br>medicine mention<br>minute naughty notice                                              | Mon              | Put the statutory words on tables. Pupils sort into groups. Discuss the outcomes of the groupings.                                                       | To be secure in spelling of common words.                          |
|                                                                                                 |                                                     |                                                                                                                                                                             | Tues             | Pupils each choose a word to investigate. Type - meaning - antonym - synonym - phonemes - vowels - consonants - syllables.                               |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Wed              | Discuss and rate words according to level of difficulty (length/difficulty of spelling/meaning).                                                         |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Thur             | Speed write the words causing the most difficulty.                                                                                                       |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Fri              | Test words. Discuss words/rules for the following week.                                                                                                  |                                                                    |
| 3. To investigate word families, understanding the root can have prefixes and suffixes added to | Word classes<br>Verb<br>Adjective<br>Noun<br>Adverb | popular popularity<br>population populate<br>populating populated<br>unpopular<br>regular irregular<br>regularly irregularly<br>regulate regulating<br>regulated regulation | Mon              | Generate words for popular/regular and separate. If time use a dictionary to generate more words within these families.                                  | To understand words belong to groups and will have a root meaning. |
|                                                                                                 |                                                     |                                                                                                                                                                             | Tues             | Choose a word - use a dictionary to find the meaning/type and then to investigate the family of words.                                                   |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Wed              | Complete the activity from Tuesday. Discuss the outcomes and word changes. What have you discovered? Which prefixes/suffixes do we already know and use? |                                                                    |
|                                                                                                 |                                                     |                                                                                                                                                                             | Thur             | Choose a word from each family and write a sentence. Speed write. How many times can you write out the family of words in 1 minute? Repeat.              |                                                                    |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                              | Rules/Grammar Links                                                                                                                                                                                                                                                                                                       | Sample Words                                                                                                                                                                                                                                        | Daily Activities |                                                                                                                                                                                                                                                                               | Outcome                                                  |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| change the meaning.                                                    |                                                                                                                                                                                                                                                                                                                           | separate separated<br>separating separation<br>inseparable                                                                                                                                                                                          | Fri              | Test appropriate and relevant words to the class.<br>Discuss words/rules for the following week.                                                                                                                                                                              |                                                          |
| 4. To identify irregular tense changes and to begin to group them.     | Tense change<br>GFW - Unit 2 (p.36).                                                                                                                                                                                                                                                                                      | ring - rang<br>drink - drank<br>begin - began<br>fight - fought<br>think - <b>thought</b><br>speak - spoke<br>eat - ate<br>go - went<br>is - was                                                                                                    | Mon              | Put words in the present tense into a box. Pupil chooses one and mimes. Others guess the word. List on the board - change to past tense.                                                                                                                                      | To identify and use irregular verb endings when writing. |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Tues             | Pupils work in pairs - put present tense words around the room to find and rewrite into the past tense (Chart). Discuss what happens to the verbs.                                                                                                                            |                                                          |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Wed              | Use reading book to list the verbs and identify any irregular verbs. Discuss how to spot them.                                                                                                                                                                                |                                                          |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Thur             | Work in small teams to group the words. Explain how you grouped them. What did you learn from the groupings about the verbs?                                                                                                                                                  |                                                          |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Fri              | Dictation - test the words. Discuss words/rules for the following week.                                                                                                                                                                                                       |                                                          |
| 5. To spell regular verb endings <b>s</b> , <b>ed</b> and <b>ing</b> . | Most verbs add <b>s</b> , <b>ed</b> and <b>ing</b> . Single syllable ending with a consonant preceded by a short vowel double the final consonant. Words ending in <b>e</b> drop the <b>e</b> . <b>y</b> change to <b>i</b> as necessary. Add <b>es</b> for hissing buzzing sounds.<br>Tense change<br>GFW - Unit 1(p.34) | enjoy walk write<br>decide make stare<br>smile shut win stop<br>rely try fly fry reply<br>wash wish rush fix<br>mix crush approve<br>concentrate continue<br>murmur possess<br>punctuate<br><b>polishing</b><br><b>offering</b><br><b>inspiring</b> | Mon              | Put a selection of verbs (mixture of past and present) on tables - children match. What have you discovered? What are the rules? What is the same/different from the previous week?                                                                                           | To recognise and use regular verb endings accurately.    |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Tues             | Using the words from the previous day - give children the rules - match the word to the rule and explain how they know. Dice with rules.<br>1 = add the suffix 2 = double the final consonant 3 = drop the e 4 = y change to i 5 = hiss sounds add es 6 = buzz sounds add es. |                                                          |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Wed              | Children work independently - verb generation - how many different verbs can they list - which rule do these follow when adding s, ed, ing?                                                                                                                                   |                                                          |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Thur             | Speed test - give the word - write - children write word using different suffix endings (choose challenge) - identify rule.                                                                                                                                                   |                                                          |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Fri              | The half termly, team challenge! Create a quiz panel approach to spelling (pointless, millionaire, eggheads). Carry out quiz based on words and spelling pattern/rules. Discuss words/rule etc for following week.                                                            |                                                          |
| 6. To recognise and spell the                                          | <b>In</b> in this instance it means not.<br>Before <b>l in</b> becomes <b>il</b> .                                                                                                                                                                                                                                        | inverted incapable<br>inaccurate illegal<br>illegible impractical                                                                                                                                                                                   | Mon              | Put each prefix on a flip chart. What do these mean? Give pupils post-its. How many words can we think of that start with these prefixes?                                                                                                                                     | To recognise and use                                     |
|                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     | Tues             | Work in pairs - dictionary race - find the meaning of the prefixes.                                                                                                                                                                                                           |                                                          |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                                                                                                                                                     | Rules/Grammar Links                                                                                                                                                                                                                                                                                            | Sample Words                                                                                                                                                                                                                                                                                    | Daily Activities |                                                                                                                                      | Outcome                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| common prefix <b>in</b> in all its forms - <b>il</b> , <b>ir</b> and <b>im</b> . Focus on <b>il</b> and <b>ir</b> .                                                                           | Before <b>m</b> or <b>p</b> <b>in</b> becomes <b>im</b> .<br>Before <b>r</b> <b>in</b> becomes <b>ir</b> .<br>Gives the opposite meaning                                                                                                                                                                       | improbable <b>impossible</b><br><b>irregular</b><br>irresponsible                                                                                                                                                                                                                               |                  | Choose a prefix - use a dictionary to find as many words as you can. Add to the post-its on the flip chart.                          | the prefixes in writing.                                    |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Wed</b>       | Investigate - how do we know which prefix to use? Can we find the rules? Show and discuss rules.                                     |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Thur</b>      | Match the word to the prefix. Which words are important to learn?                                                                    |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Fri</b>       | Test the words relevant to the class.<br>Discuss words/rules for the following week.                                                 |                                                             |
| 7. To recognise and spell common prefixes and understand how these influence word meanings - <b>anti</b> , <b>ex</b> , <b>co</b> , <b>auto</b> , <b>sub</b> , <b>super</b> and <b>inter</b> . | Add the prefix to the start of the root word to change its meaning.<br><b>anti</b> means against.<br><b>ex</b> means outside or outside of.<br><b>co</b> means joint/together.<br><b>auto</b> means self or own.<br><b>sub</b> means below<br><b>super</b> means above<br><b>inter</b> means between or among. | antidote antifreeze<br>autopilot autograph co-writer coincidence<br>coordinate external<br>exchange exterior<br>excite <b>extreme</b><br><b>experience</b> <b>experiment</b><br><b>exercise</b><br>submarine submerge<br>supermarket superman<br>superstar supervision<br>interactive interlink | <b>Mon</b>       | Put prefixes and meanings on the tables. Pupils work in pairs to match the prefix with the meaning. Discuss how they decided.        | To recognise and use the prefixes in writing.               |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Tues</b>      | Pupils work in groups - each group has one prefix to investigate and find as many words as possible.                                 |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Wed</b>       | Give each pupil a word from the previous day. Group together. They must come up with 2 reasons for needing to learn how to spell it. |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Thur</b>      | Building on previous day - debate the words and vote - which makes the list - which don't. Practise the words.                       |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Fri</b>       | Test the words from the previous day.<br>Discuss words/rules for the following week.                                                 |                                                             |
| 8. To consolidate the spelling of words which use the suffix <b>ous</b> .                                                                                                                     | Apply the rules for adding a suffix to a word ending with a vowel - there are exceptions.<br><b>our</b> is changed to <b>or</b> before <b>ous</b> is added.<br>If there is an <b>i</b> sound before the <b>ous</b> ending then it is usually spelt with the <b>i</b> but there are exceptions.                 | <b>famous</b> poisonous<br>dangerous <b>various</b><br>enormous previous<br>humorous ridiculous<br>disastrous adventurous<br>murderous vigorous<br>courageous thunderous<br><b>nervous</b>                                                                                                      | <b>Mon</b>       | Put a range of 'ous' words on the tables. Children sort and explain their criteria. Discus outcomes.                                 | To read and spell words ending with the suffix <b>ous</b> . |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Tues</b>      | Put spelling rules and words on the tables. Children match the words to the rules.                                                   |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Wed</b>       | Place words on the table. Children investigate using a dictionary. Complete table.                                                   |                                                             |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | <b>Thur</b>      | Speed write the words you find difficult to spell.                                                                                   |                                                             |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                                         | Rules/Grammar Links                                                                                                                     | Sample Words                                                                                                                                                                             | Daily Activities |                                                                                                                                                                                                                          | Outcome                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|                                                                                   | Words become adjectives<br>GFW - Unit 26 (p.86)                                                                                         |                                                                                                                                                                                          | <b>Fri</b>       | Test words relevant to class + statutory words.<br>Discuss words/rule etc for following week.                                                                                                                            |                                                                 |
| 9. To further investigate the meaning, spelling and use of different homophones.  | A homophone sounds the same but can be spelt differently and meanings are different.<br><br>Function and type of words within sentences | there/their/they're<br>to/too/two<br>hole - whole<br>morning - mourning<br>place - plaice<br>no - know<br>new - knew<br>eyes - ice<br>eye - I<br>prey pray                               | <b>Mon</b>       | Put words on the tables. Pupils put into pairs/threes. Say and then sentence using both words.                                                                                                                           | To be secure with the meaning and spelling of basic homophones. |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Tues</b>      | Word choice - sentences on tables missing words - children place the correct homophone. Discuss outcomes.                                                                                                                |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Wed</b>       | Put riddles on the tables for children to solve. Create their own riddles for others to solve.                                                                                                                           |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Thur</b>      | Cross the line (can be played outside) - put a homophone on either side of the line. Say a sentence - children choose which homophone.                                                                                   |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Fri</b>       | Complete a closed procedure as a test.<br>Discuss words/rule etc for following week.                                                                                                                                     |                                                                 |
| 10. To further investigate the meaning, spelling and use of different homophones. | Function and type of words within sentences                                                                                             | through - threw<br>for - four<br>heard - herd<br>right - write<br>ant - aunt<br>be - bee<br>are - our<br>deer - dear<br>bare - bear<br>blue - blew<br>affect - effect<br>accept - except | <b>Mon</b>       | Put one of the homophones on each table. Pupils work together to think up the other one. (Include words from the previous week).                                                                                         | To be secure with the meaning and spelling of basic homophones. |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Tues</b>      | Give each pupil a homophone - find their partner - think of a riddle for their pair of words.                                                                                                                            |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Wed</b>       | Play cross the line - this time a pupil gives a sentence - others decide which homophone.                                                                                                                                |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Thur</b>      | Choose a page from their reading book - how many homophones can they find? Give each pupil a homophone - speed write - how many times can you write the word in 30 seconds. Finally write a sentence with the homophone. |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Fri</b>       | Dictation including homophones as a test.<br>Discuss words/rules for the following week.                                                                                                                                 |                                                                 |
| 11. To learn words from the Y3/4 list.<br><br>End of term assessment.             | Word classes<br>Sentence work                                                                                                           | centre favourite<br>forward often opposite<br>ordinary peculiar<br>perhaps pressure<br>probably straight<br>therefore                                                                    | <b>Mon</b>       | Put the statutory words on tables. Pupils sort into groups. Discuss the outcomes of the groupings.                                                                                                                       |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Tues</b>      | Pupils each choose a word to investigate. Type - meaning - antonym - synonym - phonemes - vowels - consonants - syllables.                                                                                               |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Wed</b>       | Complete task from Tuesday Discuss how to rate words (length/difficulty of spelling/meaning).                                                                                                                            |                                                                 |
|                                                                                   |                                                                                                                                         |                                                                                                                                                                                          | <b>Thur</b>      | Play 'who wants to be a spellionaire?'                                                                                                                                                                                   |                                                                 |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective | Rules/Grammar Links | Sample Words | Daily Activities |                                              | Outcome |
|-----------|---------------------|--------------|------------------|----------------------------------------------|---------|
|           |                     |              | Fri              | Test words. Complete end of term assessment. |         |



**Term 2** - to revise and further investigate the use of the apostrophe  
to revise and further investigate the use of plurals

| Objective                                                                                                                                     | Rules/Grammar Links                                                                                                                                                                                                                                                                                                                                                                                       | Sample Words                                                                                                                                                                                                                                                                                                                | Daily Activities |                                                                                                                                                        | Outcome                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| To consolidate the use of apostrophe to identify ownership/possession.<br>To understand how to use a possessive apostrophe with plural words. | An apostrophe is used before an s is added to demonstrate possession.<br>When a word is a plural it is added after the <b>s</b> .<br>Exceptions - children - children's.<br>The apostrophe is placed after the plural form of the word; <b>s</b> is not added if the plural ends in <b>s</b> , (exception Jesus's) but is added if the plural does not end in <b>s</b> (an irregular plural - children's) | I ate the dog's dinner.<br><br>I ate the dogs' dinner.                                                                                                                                                                                                                                                                      | <b>Mon</b>       | Put a short passage on the board with the punctuation replaced by code. Pupils identify the punctuation from the code. Discuss the use of apostrophes. | To use an apostrophe accurately when spelling.                     |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Tues</b>      | Put a selection of sentences on each table which include apostrophes. Pupils identify sentences that have correctly used apostrophes.                  |                                                                    |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Wed</b>       | Put the sentences from the previous day on tables. Pupils choose a sentence and write an explanation of the use of the apostrophe.                     |                                                                    |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Thur</b>      | Pupils are given a short passage - in pairs rewrite the passage changing the punctuation into code.                                                    |                                                                    |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Fri</b>       | Swap passages from the previous day - solve the codes. Discuss words/rules for the following week.                                                     |                                                                    |
| 1. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning.                           | Word classes<br>Verb<br>Adjective<br>Noun<br>Adverb                                                                                                                                                                                                                                                                                                                                                       | <p> <i>imagine</i> <i>imagining</i><br/> <i>imagined</i> <i>imaginative</i><br/> <i>imaginatively</i><br/> <i>imagination</i><br/> <i>unimaginative</i> </p> <p> <i>solve</i> <i>solved</i> <i>solving</i><br/> <i>solver</i> <i>solvent</i> <i>solution</i><br/> <i>dissolve</i> <i>soluble</i><br/> <i>insoluble</i> </p> | <b>Mon</b>       | Put imagine and solve on a flip chart. What do these words mean? Which affixes can be used to grow/change the word? Investigate.                       | To understand words belong to groups and will have a root meaning. |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Tues</b>      | Use list from Monday and use a dictionary to further investigate the words. How do we use these words? Which ones are most commonly used?              |                                                                    |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Wed</b>       | Give each child a word - find others with the same word - come up with reasons for learning to spell the word.                                         |                                                                    |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Thur</b>      | Practise the words that made the list ready to speed write.                                                                                            |                                                                    |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                                   |                                                                    |





# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                                                                       | Rules/Grammar Links                                                                                                                                                                                                                                                                                         | Sample Words                                                                                                    | Daily Activities |                                                                                                                                                                                                                                                                    | Outcome                                                                           |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 2. To consolidate the understanding of how words change when <b>s</b> or <b>es</b> is added to create a plural. | Most words add <b>s</b> .<br>Add <b>es</b> if the word ends in a hissing buzzing shushing sound. Words ending in <b>y</b> add <b>s</b> if the final letter is preceded by a vowel, if not change the <b>y</b> to <b>i</b> .<br>Words change from singular to plural<br>GFW - Unit 11 (p.54); Unit 30 (p.94) | dog house meal<br>balloon sister school<br>word bus church dish<br>lunch box fish patch<br>brother friend       | <b>Mon</b>       | Put a selection of words on the tables. Ask children to rewrite each word as a plural and then group according to the way the words change. Discuss.                                                                                                               | To know when to add <b>s</b> and <b>es</b> to the end of words to create plurals. |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Tues</b>      | Pupils work in small groups. Each has a set singular and plural. What do they notice about how the word changes? What is the rule? Can they add to the word list with words they use regularly?                                                                    |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Wed</b>       | Put plurals on the tables - some spelt incorrectly. Pupils sort the words into correct and incorrect - explaining why.                                                                                                                                             |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Thur</b>      | Put a different rule for pluralisation on each wall. Pupils work in pairs. Give each pair some post-its. Which pair can put the most correctly spelt words against the rules. Harder the rule more points.                                                         |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                                                                                                                                               |                                                                                   |
| 3. To investigate how words ending in <b>f</b> change when suffixes are added.                                  | Most endings change to <b>ves</b> .<br>Double <b>ff</b> add <b>s</b> .<br>Words ending <b>fe</b> use <b>ves</b> .<br>Words mostly change from singular to plural.<br>GFW - Unit 11 (p.54); Unit 30 (p.94)                                                                                                   | calf elf half leaf<br>staff cliff knife wife<br>life belief curve                                               | <b>Mon</b>       | Put words on a flip chart/tables for pupils to sort and change to plurals. What did you notice about how the words change?                                                                                                                                         | To know when to change to <b>ves</b> or just add <b>s</b> .                       |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Tues</b>      | Investigate and group the words according to the spelling rule. Speed test - how quickly can you sort/write and stick on the wall?                                                                                                                                 |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Wed</b>       | Dictation that includes words ending 'ff' and 'fe' - some singular and some plural.                                                                                                                                                                                |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Thur</b>      | Speed write singular and plural version of relevant words.                                                                                                                                                                                                         |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Fri</b>       | Test words. Discuss words/rules for the following week.                                                                                                                                                                                                            |                                                                                   |
| 4. To investigate spelling patterns in pluralisation.                                                           | Most nouns add <b>s</b> .<br>Nouns ending in hissing sounds etc add <b>es</b> .<br>Nouns ending in a consonant + <b>y</b> change <b>y</b> to <b>i</b> and add <b>es</b> .<br>Nouns ending a vowel + <b>y</b> add <b>s</b> .<br>Singular to plural<br>GFW - Unit 11 (p.54); Unit 30 (p.94)                   | leaf self thief cliff<br>dwarf scarf loaf city<br>family berry jelly<br>watch glass beach<br>sandwich miss pass | <b>Mon</b>       | Put words face down on tables. Children work in small groups to find matching pairs.                                                                                                                                                                               | To become confident in knowing which plurals to use.                              |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Tues</b>      | Work in pairs to sort single words into types of change when turned to plurals. What are the rules?                                                                                                                                                                |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Wed</b>       | Use a dice and put different rules for pluralisation. When roll the rule or statement - child thinks of word that follows the rule.<br>1 - add s 2 - add s after vowel y 3 change y to i and add es 4 - add es for hissing words 5 - add es buzzing 6 - changing f |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Thur</b>      | Choose a page from a reading book and find as many plurals as possible.                                                                                                                                                                                            |                                                                                   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                 | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                                                                                                                                               |                                                                                   |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                                                                       | Rules/Grammar Links                                 | Sample Words                                                                                                                                                         | Daily Activities |                                                                                                                                                    | Outcome                                                                          |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 5. To recognise and know the <b>i</b> sound spelt <b>y</b> elsewhere than at the end of words.                  |                                                     | myth gym Egypt<br>pyramid mystery<br>mysteriously cymbal<br>system systematic<br>cynical symbol<br>symbolism cylinder<br>synthesis syrup                             | <b>Mon</b>       | Put a selection of words on the board and ask - what do these words have in common? Sort according to sound. Which words are regularly used?       | To spell words that use the <b>i</b> sound as a <b>y</b> in the middle of words. |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Tues</b>      | Investigate the words - use a dictionary to find the type/meaning.                                                                                 |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Wed</b>       | Investigate the words - as yesterday. What have we discovered?                                                                                     |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Thur</b>      | Choose a word - how many phonemes/syllables/vowels/consonants.                                                                                     |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                               |                                                                                  |
| 6. To identify, learn and spell words with the <b>ai</b> sound spelt <b>ei</b> , <b>eigh</b> , or <b>ey</b> .   |                                                     | vein reign reindeer<br>weigh <b>weight eight</b><br><b>eighteen eighth</b><br>neighbour they obey<br><b>lightweight</b>                                              | <b>Mon</b>       | Put the phonemes on a flip chart. Give pupils post-its to write words and put on appropriate list. Discuss words generated and the relevant sound. | Correctly differentiate and spell the <b>ai</b> sounding words.                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Tues</b>      | Pupils complete a clozed procedure.                                                                                                                |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Wed</b>       | Write a sentence for each word.                                                                                                                    |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Thur</b>      | Put the words on the board - speed write each word. Thirty seconds each.                                                                           |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Fri</b>       | Test the words. Discuss words/rules for the following week.                                                                                        |                                                                                  |
| 7. To learn and spell words which are Greek in origin and use the <b>k</b> sound spelt <b>ch</b> .              | Origins of words                                    | school chorus chemist<br>Christmas character<br>anchor ache echo<br>stomach monarch<br>scheme chaos                                                                  | <b>Mon</b>       | Put the words on the board. What do these words have in common? Identify the spelling and sound. Stand in a circle recite/act the words.           | To correctly identify and spell the <b>ch</b> words with the <b>k</b> sound.     |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Tues</b>      | Investigate the words - use a dictionary to find the origin/type/meaning/family words.                                                             |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Wed</b>       | Investigate the words - as yesterday. What have we discovered?                                                                                     |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Thur</b>      | Unscramble the words - put scrambled versions on the tables. Pupils unscramble words - put meaning.                                                |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                               |                                                                                  |
| 8. To investigate word families, understanding the root have prefixes and suffixes added to change the meaning. | Word classes<br>Verb<br>Adjective<br>Noun<br>Adverb | act - acted acting<br>action react reacted<br>reacting reaction<br>activate activation<br>deactivate actor<br>actress transact<br>activist counteract<br>reactionary | <b>Mon</b>       | Put act on a flip chart. What does this word mean? Which affixes can be used to grow/change the word? Investigate.                                 | To understand words belong to groups and will have a root meaning.               |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Tues</b>      | Use list from Monday and use a dictionary to further investigate the words. How do we use these words? Which ones are most commonly used?          |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Wed</b>       | Put words on the table. Around the room put Noun - Verb - Adjective - Adverb - pupils place words under correct word type.                         |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Thur</b>      | Give each child a word - find others with the same word - come up with reasons for learning to spell the word.                                     |                                                                                  |
|                                                                                                                 |                                                     |                                                                                                                                                                      | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                               |                                                                                  |





# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                            | Rules/Grammar Links           | Sample Words                                                                                         | Daily Activities |                                                                                                                                                                         | Outcome |
|------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 9. To learn words from the Y3/4 statutory word list. | Word classes<br>Sentence work | quarter separate<br>special strange suppose<br>surprise woman women<br>accident business<br>occasion | Mon              | Put the statutory words on tables. Pupils sort into groups. Discuss the outcomes of the groupings.                                                                      |         |
|                                                      |                               |                                                                                                      | Tues             | Pupils each choose a word to investigate. Type - meaning - antonym - synonym - phonemes - vowels - consonants - syllables.                                              |         |
|                                                      |                               |                                                                                                      | Wed              | Discuss how to rate words (length/difficulty of spelling/meaning).                                                                                                      |         |
|                                                      |                               |                                                                                                      | Thur             | Rearrange the letters to spell the word. Speed write the words.                                                                                                         |         |
|                                                      |                               |                                                                                                      | Fri              | Test the words in a dictation. Discuss the assessment for following week.                                                                                               |         |
| End of term assessment                               |                               |                                                                                                      | Mon              | Put a range of rules/objectives from the term on the walls. Put post-its onto the tables. Pupils generate words for each objective/rule. Discuss.                       |         |
|                                                      |                               |                                                                                                      | Tues             | Use your own reading book - choose a random page - identify any words that we have discovered this term or follow rules we have learnt this term.                       |         |
|                                                      |                               |                                                                                                      | Wed              | Repeat Tuesday and discuss.                                                                                                                                             |         |
|                                                      |                               |                                                                                                      | Thur             | The half termly, team challenge! Create a quiz panel approach to spelling (pointless, millionaire, eggheads). Carry out quiz based on words and spelling pattern/rules. |         |
|                                                      |                               |                                                                                                      | Fri              | Termly spelling assessment                                                                                                                                              |         |



**Term 3** - to know and learn words which use specific spellings (ie ch but more than one sound)  
 to revise and further investigate the rules of plurals  
 to consolidate and extend understanding of 'tion' sounding suffixes

Topic, Science and Numeracy words should be taught alongside the rules below.

| Objective                                                                       | Rules/Grammar Links                                                                                                                                                                             | Sample words                                                                                                                                                                                                                                                                                                                  | Daily Activities |                                                                                                                                                                                                                      | Outcome                                                                                          |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. To identify, investigate and spell words which use the suffix <b>ation</b> . | The suffix <b>ation</b> is added to verbs to form nouns.<br><br>Word change from verb to noun.                                                                                                  | creation education<br>dictation preparation<br>station nation relation<br>determination<br>occupation education<br>consider consideration<br>imagine imagination<br>continue continuation<br>regular regulation<br>separate separation<br>vary variation<br>punctuate punctuation<br>educate education<br>sensation operation | <b>Mon</b>       | Put in different parts of the room the words Verb/Noun/Adjective - teacher says a word children stand by the word type. Focus on use of sample words moving between the verb and noun. Discuss learning.             | To begin to identify and spell words ending in <b>ation</b> and to know they are abstract nouns. |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Tues</b>      | Match the verb to the noun. Write each side by side and explain how the spelling changes. Is there a rule?                                                                                                           |                                                                                                  |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Wed</b>       | Put the suffix 'ation' on large pieces of paper and place on each table. Children use coloured pens to write as many words as they can ending with the suffix. Discuss outcomes. Did they follow the spelling rules? |                                                                                                  |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Thur</b>      | Which is right? Put a selection of words on the board - some spelt incorrectly. Children identify the misspelt and explain the problem.                                                                              |                                                                                                  |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Fri</b>       | Test the relevant words. Discuss words/rule etc for following week.                                                                                                                                                  |                                                                                                  |
| 2. To investigate endings that sound like shun - <b>tion</b> .                  | <b>tion</b> is used when the root word ends in <b>t</b> or <b>te</b> .<br>Take off the <b>e</b> before adding <b>tion</b> .<br><b>tion</b> words are nearly always nouns.<br>Verbs become nouns | invention inflation<br>action injection<br>complete completion<br>exception reaction<br>opposite (opposition)<br>position                                                                                                                                                                                                     | <b>Mon</b>       | Put in different parts of the room the words Verb/Noun/Adjective - teacher says a word children stand by the word type. Focus on use of sample words moving between the verb and noun. Discuss learning.             | To know the rule and correctly spell words ending in <b>tion</b> .                               |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Tues</b>      | Match the verb to the noun. Write each side by side and explain how the spelling changes. Is there a rule?                                                                                                           |                                                                                                  |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Wed</b>       | Put the suffix 'tion' on large pieces of paper and place on each table. Pupils use coloured pens to write as many words as they can ending with the suffix. Discuss outcomes.                                        |                                                                                                  |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Thur</b>      | Speed write 'tion' words.                                                                                                                                                                                            |                                                                                                  |
|                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                                                                                                 |                                                                                                  |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                       | Rules/Grammar Links                                                                                                                               | Sample words                                                                                                                                                                           | Daily Activities |                                                                                                                                                                                   | Outcome                                                             |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 3. To investigate endings that sound like shun - <b>sion</b> .  | <b>sion</b> is used if the root word ends in <b>d, de</b> or <b>se</b> . There are some exceptions. Verbs become nouns                            | <b>decide</b> decision explode explosion extend extension comprehend comprehension divide division televise television invade invasion confuse confusion revise revision <b>vision</b> | <b>Mon</b>       | Put the verbs on each table. Explain pupils need to add a shun sound to them. What is the spelling of shun? What is the rule?                                                     | To know the rule and correctly spell words ending in <b>sion</b> .  |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Tues</b>      | Match the verb to the noun equivalent. Write the rule.                                                                                                                            |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Wed</b>       | Which is correct? Put 3/4 different spellings of a word - pupils identify the correct spelling.                                                                                   |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Thur</b>      | Put the words into sentences.                                                                                                                                                     |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Fri</b>       | Dictation to test. Discuss words/rules for the following week.                                                                                                                    |                                                                     |
| 4. To investigate endings that sound like shun - <b>ssion</b> . | <b>ssion</b> is used if the root word ends in a <b>ss</b> (express) which is a soft <b>sh</b> sound or in <b>mit</b> (permit). Words become nouns | session express expression profess profession, discuss discussion permit permission confess confession mission <b>passion</b> <b>possess possession</b>                                | <b>Mon</b>       | Put the ssion words on the tables. Which of these can be turned back into a verb? How do you know? How does the spelling change?                                                  | To know the rule and correctly spell words ending in <b>ssion</b> . |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Tues</b>      | Use a dictionary to find the meaning of the words. Which words do we use regularly? Which words do we need to learn?                                                              |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Wed</b>       | Pupils work in pairs. Put scrambled syllables of words on the tables. Pupils unscramble and make the words.                                                                       |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Thur</b>      | Speed write the relevant words.                                                                                                                                                   |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Fri</b>       | Test the words. Discuss words/rules for the following week.                                                                                                                       |                                                                     |
| 5. To investigate endings that sound like shun - <b>cian</b> .  | <b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> - common in occupations. Words become nouns                                    | musician electrician magician politician physician optician mathematician                                                                                                              | <b>Mon</b>       | Begin by establishing the meaning of occupation. How many occupations can you think of? Do any of these end with 'cian'? Give words.                                              | To know the rule and correctly spell words ending in <b>cian</b> .  |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Tues</b>      | Investigate the occupations. Put the words on tables - pupils use dictionaries to find the root and the meaning. What is the rule?                                                |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Wed</b>       | Investigate the occupations. Put the words on tables - pupils use dictionaries to find the root and the meaning. Create an advertisement for a job using one of the 'cian' words. |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Thur</b>      | Sit in a circle - Pupil picks an occupation - mimes for the others to guess - they write the word on a whiteboard. Winner must spell word correctly.                              |                                                                     |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Fri</b>       | Test the words. Discuss words/rules for the following week.                                                                                                                       |                                                                     |
| 6. To review the rules for spelling words whose                 | All the above.                                                                                                                                    | All the above.                                                                                                                                                                         | <b>Mon</b>       | Put the different types of 'shun' around the room. Teacher says a word - pupils move to the correct use of shun.                                                                  | To correctly identify the different                                 |
|                                                                 |                                                                                                                                                   |                                                                                                                                                                                        | <b>Tues</b>      | Put the different types of 'shun' around the room. Give pupils post-its - write a word for each 'shun'. Choose a page from a reading book to find evidence of 'shun' words.       |                                                                     |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                                                                   | Rules/Grammar Links | Sample words                                                                              | Daily Activities |                                                                                                                                                                                                                     | Outcome                                                                           |
|-------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| endings sound like <b>shun</b> .                                                                            |                     |                                                                                           | <b>Wed</b>       | Put the rules for using 'shun' on large pieces of paper. Pupils use coloured pens to write words for 'shun'.                                                                                                        | spellings and explain the different rules.                                        |
|                                                                                                             |                     |                                                                                           | <b>Thur</b>      | Play the dice game. 1 - word ending 'ation' 2 - root ends with t or te for tion 3 - root ends with d, de or se for sion 4 - words end with a soft ss for ssion 5 - root word ends c or cs 6 - your choice           |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Fri</b>       | Test the words. Discuss words/rules for the following week.                                                                                                                                                         |                                                                                   |
| 7. To learn and spell words which are mostly French in origin and use the <b>sh</b> sound spelt <b>ch</b> . | Origins of words    | chef chalet machine brochure champagne chauffeur chateau chaperone parachute              | <b>Mon</b>       | Put 3 of the words on the board. What do these words have in common? Do you know any English words that are French in origin? What is the sound? Teacher models using a dictionary to identify the origin of words. | To correctly identify and spell the <b>ch</b> words which have a <b>sh</b> sound. |
|                                                                                                             |                     |                                                                                           | <b>Tues</b>      | Pupils investigate the origin/type/meaning of the words using a dictionary. What have you discovered about the word types?                                                                                          |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Wed</b>       | Write the word. Draw the word. Think of an English equivalent.                                                                                                                                                      |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Thur</b>      | Speed write.                                                                                                                                                                                                        |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Fri</b>       | Dictation as test. Discuss words/rules for the following week.                                                                                                                                                      |                                                                                   |
| 8. To identify, learn and spell words which end with the <b>g</b> sound but are spelt <b>gue</b> .          | Origins of words    | league morgue tongue synagogue prologue monologue fatigue vague plague rogue              | <b>Mon</b>       | Put words on the board. What do these words have in common?                                                                                                                                                         | To correctly identify and spell the <b>gue</b> words.                             |
|                                                                                                             |                     |                                                                                           | <b>Tues</b>      | Pupils investigate the origin/type/meaning of the words using a dictionary. What have you discovered about the word types?                                                                                          |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Wed</b>       | Complete a word search for the words                                                                                                                                                                                |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Thur</b>      | Spot the mistake - which words are spelt correctly. Speed write.                                                                                                                                                    |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Fri</b>       | Dictation as test. Discuss words/rules for the following week.                                                                                                                                                      |                                                                                   |
| 9. To identify, learn and spell words which end with the <b>k</b> sound but are spelt <b>que</b> .          | Origins of words    | antique unique mosque opaque barbeque mystique technique cheque grotesque physique plaque | <b>Mon</b>       | Put words on the board. What do these words have in common? Where do you think they originate from? Why?                                                                                                            | To correctly identify and spell the <b>que</b> words.                             |
|                                                                                                             |                     |                                                                                           | <b>Tues</b>      | Pupils investigate the origin/type/meaning of the words using a dictionary. What have you discovered about the word types?                                                                                          |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Wed</b>       | Unscramble the letters to discover the word.                                                                                                                                                                        |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Thur</b>      | Spot the mistake - which words are spelt correctly. Speed write.                                                                                                                                                    |                                                                                   |
|                                                                                                             |                     |                                                                                           | <b>Fri</b>       | Dictation as test. Discuss words/rules for the following week.                                                                                                                                                      |                                                                                   |



# Westover Green Spelling Programme - Y4



Somerset Literacy Network

| Objective                                                                                                                      | Rules/Grammar Links                                                                     | Sample words                                                                                                         | Daily Activities |                                                                                                                                                                                                                                    | Outcome                                   |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 10. To identify, learn and spell words which are mostly Latin in origin which use the <b>s</b> sound but are spelt <b>sc</b> . | Roman pronunciation of these words may have influenced their spelling. Origins of words | science scene scissors<br>muscle disciple<br>fascinate ascend<br>descend iridescent<br>horoscope conscience<br>scent | <b>Mon</b>       | Put words on the board. What do these words have in common? Where do you think they originate from? Why? Which words do we use regularly?                                                                                          | To correctly spell the <b>sc</b> words.   |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Tues</b>      | Pupils investigate the origin/type/meaning of the words using a dictionary. What have you discovered about the word types?                                                                                                         |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Wed</b>       | Work in pairs. Each has a word which they scramble. Give scrambled version to partner to unscramble. Each write a sentence which includes both words.                                                                              |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Thur</b>      | Play dice game. 1 - sh as ch 2 - g spelt gue 3 - k spelt que 4 - s spelt sc 5 - plural of 1/4 6 - plural of 2/3.                                                                                                                   |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Fri</b>       | Test the relevant words. Discuss words/rules for the following week.                                                                                                                                                               |                                           |
| 10. To identify, learn and spell words which are mostly Latin in origin which use the <b>s</b> sound but are spelt <b>sc</b> . | Roman pronunciation of these words may have influenced their spelling. Origins of words | Statutory list                                                                                                       | <b>Mon</b>       | Give pupils a list of the words - use 3 highlighters - 1 <sup>st</sup> colour - words you know; 2 <sup>nd</sup> colour - beginning to know; 3 <sup>rd</sup> colour - don't know yet. Discuss. Give the lists back to your teacher. |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Tues</b>      | Refer to list. Investigate a word you do not know.                                                                                                                                                                                 |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Wed</b>       | Work in pairs to find evidence of the statutory words in a reading book.                                                                                                                                                           |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Thur</b>      | Work in a small team to answer cryptic questions about the words.                                                                                                                                                                  |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Fri</b>       | Test your partner with their tricky words.                                                                                                                                                                                         |                                           |
| End of year assessment                                                                                                         |                                                                                         |                                                                                                                      | <b>Mon</b>       | Carry out an end of year assessment.                                                                                                                                                                                               | To understand and spell 80% of the words. |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Tues</b>      |                                                                                                                                                                                                                                    |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Wed</b>       |                                                                                                                                                                                                                                    |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Thur</b>      |                                                                                                                                                                                                                                    |                                           |
|                                                                                                                                |                                                                                         |                                                                                                                      | <b>Fri</b>       |                                                                                                                                                                                                                                    |                                           |