

Ready Steady Spelling: Year 3 & 4 Mixed- Age Planning Cycle A Termly Progression Overview

Year 3 & 4 Cycle A	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Y3 Autumn 1	<p>Reinforce Year 2: Adding -es to nouns and verbs ending in -y</p> <p>Embed Year 2: Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it</p> <p>Embed Year 2: Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it</p>	often, learn, February, heart, exercise, sentence, consider, different, history, probably
Y4 Autumn 2	<p>Embed Year 3: Words with endings that sound like /zh/ + /ə/ + /n/</p> <p>Introduce: Adding the suffix -ation to verbs to form nouns e.g. information, adoration</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in d or se e.g. expansion</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician</p> <p>Introduce: Silent letters b</p> <p>Embed Year 3: Possessive apostrophe -s (with plural words)</p> <p>Introduce: Additional new homophones/ near homophones</p>	favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business
Y3 Spring 1	<p>Introduce: Adding suffix -ly with no change to root word</p> <p>Introduce: Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an I, (only if root word has one than one syllable)</p> <p>Introduce: Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly)</p> <p>Introduce: Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly</p> <p>Introduce: Exception 4: Adding suffix -ly other examples <i>truly, duly, wholly</i></p> <p>Reinforce Year 2: Homophones and near-homophones</p> <p>Embed Year 2: Possessive apostrophe -s (singular nouns)</p> <p>Introduce: Possessive apostrophe -s (with plural words)</p> <p>Introduce: Possessive apostrophe -s (when the plural of a word changes)</p>	address, though/ although, arrive, possess(ion), group, pressure, certain
Y4 Spring 2	<p>Introduce: Adding the prefix sub-, inter-, super-, anti-, auto-</p> <p>Introduce: The /u/ sound spelt ou</p> <p>Introduce: Additional new homophones/ near homophones</p> <p>Introduce: Silent letters d</p>	answer, famous, island, guard, guide, position, breath, forward(s), medicine
Y3 Summer 1	<p>Introduce: Words with the /ai/ sound spelt ei, eigh, or ey</p> <p>Introduce: Words with the /s/ sound spelt sc</p> <p>Introduce: Words with the /k/ sound spelt ch</p> <p>Introduce: Words with the /sh/ sound spelt ch</p> <p>Introduce: Words with endings that sound like /zh/ + /ə/ + /n/</p> <p>Reinforce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture)</p> <p>Introduce: New additional homophones/ near homophones</p>	complete, possible, regular, particular, natural, surprise, decide, strange
Y4 Summer 2	<p>Revise: Year 3 & Year 4 content ** 'Revise' statutory Year 3/ 4 content that has been 'Introduced'</p>	Revise Year 3 & Year 4 words