

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

Year 4	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Y4 Autumn 1	<p>Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden<u>ing</u> / garden<u>er</u></p> <p>Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u></p> <p>Reinforce Year 3: Suffix -ly starts with a consonant letter added straight onto most root words</p> <p>Reinforce Year 3: Exception 1: Suffix -ly 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>Reinforce Year 3: Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly)</p> <p>Reinforce Year 3: Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly</p> <p>Reinforce Year 3: Exception 4: Suffix -ly other examples truly, duly, wholly</p> <p>Reinforce Year 3: Words with the /s/ sound spelt sc</p> <p>Reinforce Year 3: Words with the /sh/ sound spelt ch</p> <p>Reinforce Year 3: Words with the /k/ sound spelt ch</p> <p>Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey</p>	accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build suppose, various
Y3 Autumn 2	<p>Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden<u>ing</u> / garden<u>er</u></p> <p>Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u></p> <p>Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly</p>	important, describe, early, thought, interest, breath, length, weight, eight, eighth
Y4 Spring 1	<p>Introduce: Adding the suffix -ous (no change to the root word)</p> <p>Introduce: Adding the suffix -ous (no obvious root word)</p> <p>Introduce: Adding the suffix -ous (-our is changed to -or before -ous is added)</p> <p>Introduce: Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage <u>courageous</u>)</p> <p>Introduce: Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious & /eel/ sound represented as an -e before the -ous ending e.g. hideous)</p> <p>Introduce: Prefixes: de-, over-</p> <p>Reinforce: Prefixes: re-, ir-</p> <p>Introduce: Silent letters gh</p>	experiment, extreme, experience, notice, recent, bicycle, height, difficult
Y3 Spring 2	<p>Introduce: Adding prefixes dis-, mis-, in-, -im, il-,</p> <p>Introduce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture)</p> <p>Introduce: Adding prefixes mini-, micro-</p>	earth, continue, remember, (dis)appear, heard, woman/ women
Y4 Summer 1	<p>Introduce: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que</p> <p>Reinforce Year 3: The /i/ sound spelt y elsewhere than at the end of words</p> <p>Reinforce: Adding the suffix -ation to verbs to form nouns</p> <p>Reinforce: Adding the suffixes -tion, -sion, -ssion, -cian</p> <p>Reinforce: Adding the suffix -ous and all rules</p>	library, minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight
Y3 Summer 2	<p>Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words</p> <p>Introduce: The /i/ sound spelt y elsewhere than at the end of words</p> <p>Reinforce: Words with endings that sound like /zh/ + /ə/ + /n/</p>	perhaps, special, popular, caught, naughty, quarter,

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Reinforce : Adding prefix: **dis-**, **mis-**, **in-**, **il-**, **im-**
Introduce: Adding prefix: **ir-**, **re-**
Introduce: New additional homophones/ near homophones
Reinforce: Possessive apostrophe **-s** (with plural words)
Reinforce: Possessive apostrophe **-s** (when the plural of a word changes)

strength, ordinary,
centre, century