phonemes

prefixes

homophones

suffixes

graphemes

Cracking
Spelling™

Year Four

Introduction

This spelling programme is designed to support and guide teachers in delivering the spelling expectations from the National Curriculum.

It is a prescriptive programme that focuses on ensuring children develop an investigative approach to spelling. Within the programme, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet that follows). If a word can function in a variety of ways, it has been left without colour to indicate so.

In addition to this, rather than children learning the statutory word lists out of context, these have been included throughout the sessions. In the dictated sentences that have been provided as examples, the statutory words have been highlighted to indicate their use – there should be an expectation throughout the year that the children should be spelling these correctly.

The teaching sequence

This sequence comprises of three short sessions (approximately 15 minutes) every week. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children.

The programme and activities are designed to build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced.

A detailed teaching approach is outlined in each session, indicating what the teaching practitioner should say highlighted in grey and the expected response from the pupils in yellow.

Revise

The approaches described in the first part of the sequence are activities with two purposes: to revise and secure prior learning and to introduce and explain new learning.

Teach

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning.

Practise

This part of the sequence provides the children with the opportunity to explore and investigate independently, in pairs or in small groups, using strategies to practise and consolidate the new learning.

Apply

This final part of the sequence gives children the opportunity to apply their learning in writing, both through a short, dictated piece, by composing their own sentence or spelling tests (set out like end of key stage tests).

The key principle is that the children are learning about words rather than given words to learn.

The aim of each unit is that the children understand the patterns and structures of words and can apply their learning to their writing.

Spelling Teaching Sequence

Revise
What do we already know?
Activities to confirm prior knowledge.

Teach
How the pattern/rule/structure works.
Model spelling examples.
Define the rules, pattern and conventions.
Whole class/paired/individual spelling practice.

Practise
Range of interactive activities for children to explore and investigate the new learning.
Whole class/paired/individual spelling practice.

Apply
Apply in writing.

8-word classes

Noun - a name given to **people, places, events, qualities** and **ideas**	Verb - is a **'doing'** or **'being'** word
Determiner **-** specify a **noun** a, an, the this, that, those my, your, his some, every	**Adjective** **-** give more information about **pronouns** and **nouns**
Pronoun **-** replace **nouns** I, you, he, she, it, me, him, her, we, they, us, them **possessive pronoun** – mine, his/hers, yours, ours, theirs **relative pronoun** – who, that, which, where, when, whose	**Adverb** **-** give extra meaning to a **verb, adjective, another adverb** or a whole **sentence** **time** – now, then, yesterday **manner** – slowly, hard, quietly **place** – outside, everywhere **degree** – very, quite, really
Preposition - show **time** (**at** midnight/**during** the film/**on** Friday) - **position** (**at** the station/**in** a field) -**direction** (**to** the station/**over** a fence) - **relationship** (**with** me, **for** the day) - **cause/reason(because of, in spite of. instead of, due to)**	Conjunction <u>Coordinating</u> - join **words, phrases** or **clauses** that are of equal status – and, but, so, or <u>Subordinating</u> - join **clauses that are not of equal** status - because, if, although, since, before, as, while, whenever, once, when, after

Statutory Word list – Year 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- **Adding suffixes beginning with vowel letters to words of more than one syllable** - **More prefixes**
Autumn 2	- **The /u/ sound spelt ou** - **The /i/ sound spelt y elsewhere than at the end of words** - **Words with the /k/ sound spelt ch (Greek in origin)** - **Words with the /sh/ sound spelt ch (mostly French in origin)** - **Words with the /ae/ sound spelt as ei, eigh or ey**
Spring 1	- **Homophones and near-homophones** - **The suffix – ation** - **The suffix – ous**
Spring 2	- **Endings which sound like /zhun/** - **Words with endings sounding like /zhure/ and /chure/** - **Possessive apostrophe with plural words**
Summer 1	- **Endings which sound like /shun/ spelt – tion, -sion, -ssion**
Summer 2	- **Endings which sound like /shun/ spelt –-cian** - **Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin)** - **Words with the /s/ sound spelt sc (Latin in origin)**

Spelling Overview 15-to-20- minute sessions

	Autumn 1		
Week 1	Revise – **suffixes** from Year 3 – **ly** remove **le** and add -ly words ending in **ic** add -**ally**	Revise – **suffixes** from Year 3 – **ly** remove **le** and add -**ly** words ending in **ic** add -**ally** Complete **suffix** grid	Teach – adding **suffixes** beginning with **vowel** letters to words of more than one syllable – **consonant** is doubled
Week 2	Teach – adding **suffixes** beginning with **vowel** letters to words of more than one syllable – not doubled	Practise – stressed syllable **Suffix** grid	Practise – unstressed syllable **Suffix** grid
Week 3	Apply – adding **suffixes** Dictation	Apply – adding **suffixes** Spelling test	Revise – **prefixes** – revisit **prefixes** from Year 3 – **dis, re, pre, mis**
Week 4	Teach – **prefixes** – adding **prefixes** **in, il, im, ir**	Teach – **prefixes** Adding **prefixes** **sub, inter**	Teach – **prefixes** Adding **prefixes** **super, anti, auto**
Week 5	Practise – **prefixes** **Prefix** grid – **in, il, im, ir**	Practise – **prefixes** **Prefix** grid – **sub, inter, super, anti, auto**	Practise – **prefixes** Find the definition
Week 6	Practise – **prefixes** Sentence challenge	Apply – **prefixes** Dictation	Apply – **prefixes** Spelling test

Revise the term **suffix**.
What is a **suffix**? It is at the end of the word and changes the job of the word.
How does a **suffix** change the word?
How does – **ed** change the word? It changes a **verb** to the past tense (it can also change a **verb** into an **adjective**).
How does -**ing** change the word? It changes a **verb** to the progressive or a **verb** into an **adjective**.
How does -**er** change the word? It changes a **verb** into a **noun** or a comparative **adjective**.
How does –**ful** change the word? It changes a **noun** into an **adjective**.
How does -**ly** change the word? It changes an **adjective** to an **adverb**.

Display words in Week 1 Revise activities – set 1.
strange, usual, like
Show the root word and then write adding -**ly suffix**.
What has happened when I have added the **suffix – ly**? It has just added -**ly**.
It has also changed the word into an **adverb**.
probable, true, responsible
Show the root word and then write adding -**ly suffix**.
What has happened when I have added the **suffix – ly**? It has removed the -**le** and added -**ly**. It has also changed the word into an **adverb**.
ordinary, hearty
Show the root word and then write adding -**ly suffix**.
What has happened when I have added the **suffix – ly**? It has removed the -**y** and changed it to **i** and add -**ly**. It has also changed the word into an **adverb**.
medic, music
Show the root word and then write adding -**ly suffix**.
What has happened when I have added the **suffix – ly**? It has just added -**ally**. It has also changed the word into an adverb.

Session 2 – Revise

Recap yesterday and children complete **suffix** grid – creating **adverbs**.

Session 3 – Teach

If the last syllable of a word is stressed and ends with one **consonant** letter which has just one **vowel** letter before it, the final **consonant** letter is doubled before any ending beginning with a **vowel** letter is added.
Display words in Week 1 & 2 Teach activities – set 1.
forget, begin, equip, prefer
How many syllables are in these words? Get the children to clap the syllables out. There are 2 syllables.
The last syllable is stressed and ends in one **consonant** letter with just one **vowel** before it.
Use the words to add –**ed**, **ing**, and -**er** suffix. **forgetting, forgetter, beginning, beginner, equipped, equipping, equipper, preferred, preferring (no preferrer in the Oxford English dictionary).**

Why can't I add -**ed** to **forget**? -**ed** can not be added because the past tense of **forget** is **forgot**.
Why can't I add -**ed** or to **begin**? -**ed** can not be added because the past tense of **begin** is **begun**.
What has happened when I have added the **suffixes**? The last **consonant** has doubled.

Autumn 1

Week 1

Revise Activities

probable	true
responsible	strange
usual	like
ordinary	hearty
medic	music

Suffix grid – creating adverbs

Root word	Adverb	Root word	Adverb
possible		ordinary	
incredible		easy	
comfortable		sneaky	
reasonable		naughty	
gradual		enthusiastic	
peculiar		mechanic	
love		tragic	
natural		logic	

Suffix grid – creating adverbs – Teacher version

Root word	Adverb	Root word	Adverb
possible	possibly	ordinary	ordinarily
incredible	incredibly	easy	easily
comfortable	comfortably	sneaky	sneakily
reasonable	reasonably	naughty	naughtily
gradual	gradually	enthusiastic	enthusiastically
peculiar	peculiarly	mechanic	mechanically
love	lovely	tragic	tragically
natural	naturally	logic	logically