

phonemes prefixes
homophones suffixes
graphemes

Cracking
Spelling™

Year Four

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

Autumn 1
Week 1
Session 1 – Revise

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 –**ally** suffix.

What has happened when I have added the **suffix – ally**? 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** suffixes. **forgetting, forgetter, beginning, beginner, equipped, equipping, equipper, preferred, preferring (no prefferer 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 **began**.

What has happened when I have added the suffixes? **The last consonant has doubled.**

Week 2

Session 1 - Teach

The **consonant** letter is not doubled if the syllable is unstressed.

Display words in Week 1 & 2 Teach activities – set 2.

garden, listen, develop, interest

How many syllables are in these words? Get the children to clap the syllables out. **garden and listen 2 syllables. develop and interest 3 syllables.**

The last syllable is not stressed and ends in one **consonant** letter with just one **vowel** before it.

Use the words to add **-ed, -ing, and -er suffixes**.

gardening, gardened, gardener, listened, listening, listener, developed, developing, developer, interested, interesting (no interester in the Oxford English dictionary).

How does the **-ed suffix** change the word? **It changes the verb to past tense.**

How does the **-ing suffix** change the word? **It changes the verb to the progressive or to an adjective.**

How does the **-er suffix** change the word? **It changes the verb to a noun.**

Session 2 – Practise

Recap week 1 session 3. From Week 2 Practise activities pack, children complete the stressed syllable **suffix** grid.
Discuss meanings.

Session 3 – Practise

Recap week 2 session 1. From Week 2 Practise activities pack, children complete the unstressed syllable **suffix** grid.
Discuss meanings.

Week 3

Session 1 – Apply

Review learning.

What happens to the root word when the last syllable is stressed in a word and a **suffix** beginning with a **vowel** is added? The final **consonant** is **doubled and the suffix is added.**

What happens to the root word when the last syllable is unstressed in a word and a **suffix** beginning with a **vowel** is added? Just add the **suffix.**

Dictate sentences containing the range of **suffixes – ed, -ing, -er**

Hear it, say it, write it.

*Dictation

- Children in pairs and either number 1 or number 2.
- Teacher dictates the whole sentence as a whole sentence.
- Repeat twice so that the children hear the sentence 3 times.
- After hearing 3 times, number one says to number 2, then number 2 says to number 1 – repeat this.
- Finally, children write the sentence.

At the **beginning** of winter, the **gardener** covered the **potatoes**.

The child **regretted** not **remembering** their homework.

The **bicycle** **propelled** **forward** and **disappeared** into the hedge.

Sessions 2 – Apply

Spelling test – children have the spelling test sheet from Week 3 Apply activities. The teacher reads out the sentence with the spelling and the children write the correct spelling in the space provided in the sentence.

1. Give the spelling number.
2. Say: *The word is ...*
3. Read the context sentence.
4. Repeat: *The word is ...*