



# Spelling Toolkit

## Year 4





# Statutory Requirements with suggested timelines

## Autumn

Consolidation of spellings from Years 1, 2 and 3 with weekly investigation of a pattern the class/group are not solid in. Alongside this there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
- Words with the /k/ sound spelt ch (Greek in origin)

## Spring

- Words with the /ʃ/ sound spelt ch (mostly French in origin)
- 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)

## Summer

- Words with the /eɪ/ sound spelt ei, eigh, or ey
- Possessive apostrophe with plural words
- Homophones or near-homophones



# Introduction

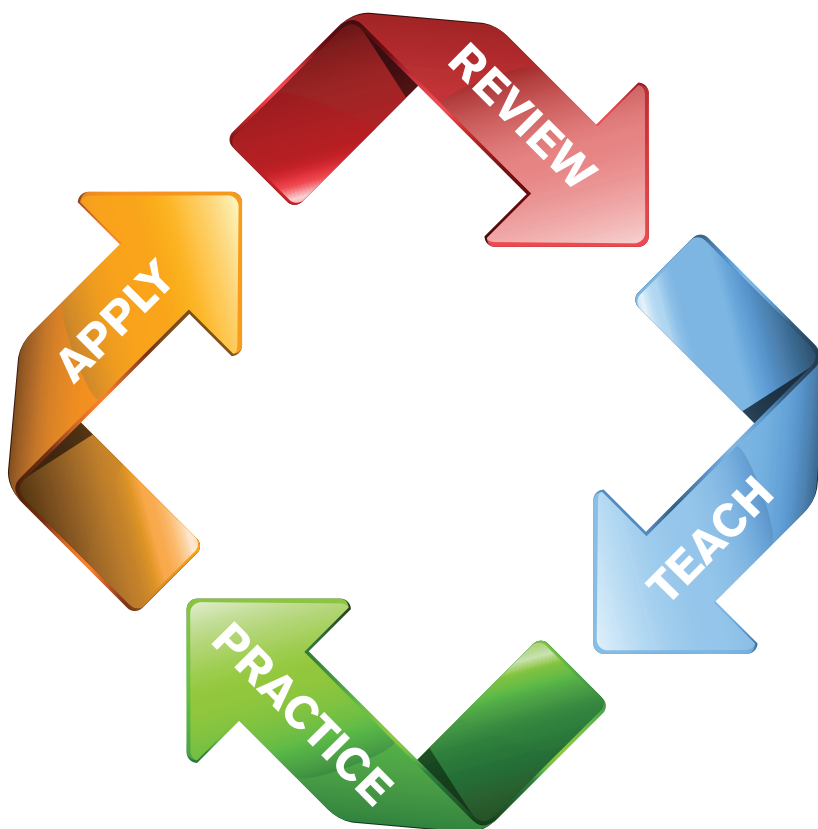
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

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## The Spelling Cycle



# Games suggested in the Spelling Toolkit

## Which One?

Write a word 3 ways and the children have to identify which is the correct spelling.

## Find My Family

Children have a sticker with a word on and they have to find other children with words from the same word family.

## Treasure Hunt

Children choose 2 cards that are face down, if they are a match they are treasure so go into the treasure box.

## Teacher Definitions/Guess My Word

Children can see the words and the teacher or child gives a definition for the children to decide which word the teacher or child is defining.

## Snowball

Children think of a word and write it down on scrap paper. Scrumple the paper up and throw into the middle of the circle or table, open the paper and see if they can think of another of the words to add to the paper. Scrumple and repeat depending on the number of words in this spelling convention/group.

## Which One Fits?

Verbal, or written sentences, with a missing word. Children choose a word from the list that will fit in the sentence.

## Quickwrite

Children write all the different words they can remember with the chosen spelling convention in one minute, or repeat the same word/s as many times as possible in a minute.

## Which Hoop?

Children sort the words into the correct hoops, 2,3 or 4 depending on convention. Can use small PE hoops with the words cut out on card, or drawn hoops for the children to write the words in.

## Word Hunt

Use the books on their tables to look for as many examples of the words as possible and keep a tally.

## Human Words

1 letter on each card, children sort themselves into the right order and agree/get support from the other children.





# Term 1

Consolidation of spellings from Years 1, 2 and 3 with a weekly investigation/s of a pattern/s the class/group are not solid in.



## The Suffix –ion (add t)

+ Resources p 20

e.g. invention, injection, inspection, rejection, action(2), hesitation(4), completion, elation



**Revisit** – Clap the syllables to sort into 2, 3 and 4 syllable groups. (3 most common).

**Teach** – this is the most common letter to add to the suffix –ion for the /ʃən/ sound at the end of words that end in t or te.

**Practise** – write root word with t or te ending, then re-write with –tion and identify any patterns. (drop t or te before adding –tion).



**Apply** – choose at least 4 of the words to show can use in context sentences.



**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





# The Suffix -ion (+ss)

+ Resources p 22

e.g. expression, discussion, confession, permission, admission, submission

**Revisit** – give the definition, children to guess words.

**Teach** – add s to the suffix -ion for the /ʃən/ sound at the end of words that end in -ss or -mit.

**Practise** – write root word with -ss or -mit ending, then re-write with -ssion and identify any patterns. (drop -ss and +-ssion, drop -mit and +-ssion).

**Apply** – make up a silly story using the words.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# The Suffix -ion (+s)

+ Resources p 24

e.g. **expansion, extension, comprehension, tension**

**Revisit** – Sort the words into the 3 suffix groups and discuss what is different about today's words.

**invention, injection, inspection, expression, discussion, confession, permission, expansion, extension, comprehension, tension**

**Teach** – add -s to the suffix -ion for the /ʃən/ sound at the end of words that end in d or se. Exceptions attend-attention, intend-intention.

**Practise** – write root word with -d or -se ending, then re-write with -sion and identify any patterns.(drop -d and +-sion, drop -se and +-sion).

**Apply** – make up a mnemonic to help them remember how to spell one of the words.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

# The Suffix **-ian (+c)**

**+** Resources p 27

e.g. musician, electrician, magician, politician, mathematician

**Revisit** – Quickwrite any words they can think of that end in **-cian**.

**Teach** – add c to the suffix **-ian** for the /ʃən/ sound at the end of words that end in **-c** or **-cs**.

**Practise** – look, say, cover, write, check words.

**Apply** – use the words correctly in context in sentences.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Words with the /k/ sound spelt ch

+ Resources p 29

e.g. scheme, chorus, chemist, echo, character



**Revisit** – Play Find My Family to say word and find group.

**Teach** – these words are Greek in origin.

**Practise** – write definition, children match correct word to definition.

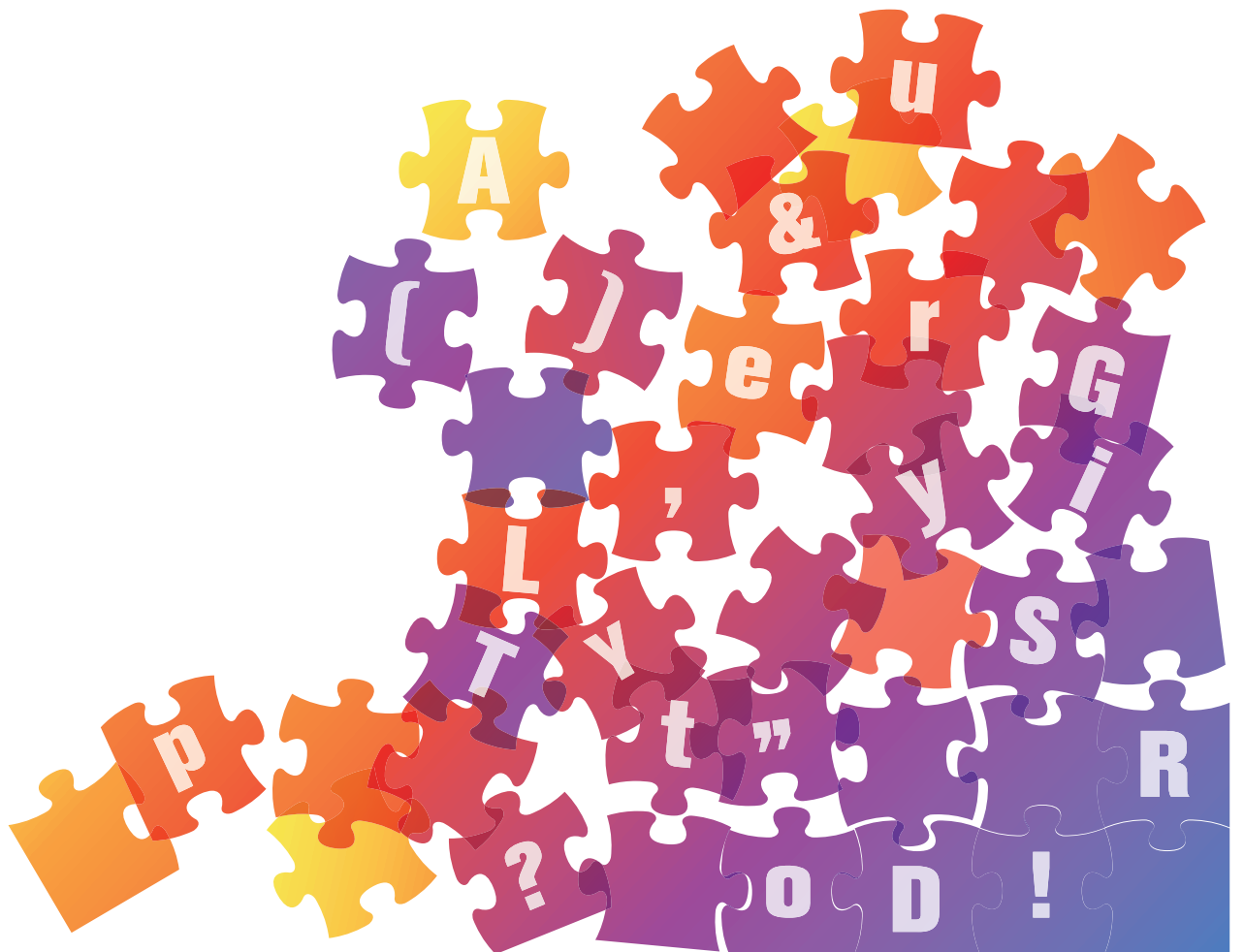
**Apply** – play Word Hunt as a table, keep tally with page number to prove.



**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Term 2



# Words with the /ʃ/ sound spelt ch

+ Resources p 32

e.g. chef, machine, chalet, brochure



**Revisit** – Snowball all the words they can remember with the /ʃ/ sound spelt ch.

**Teach** – these words are mostly French in origin.

**Practise** – look, say, cover, write, check words.

**Apply** – write word and draw image to help remember word and spelling.



**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que

+ Resources p 34

e.g. league, fatigue, tongue, antique, unique

**Revisit** – play Kim’s Game matching word to definition correctly.

**Teach** – these words are French in origin.

**Practise** – sort into /g/ and /k/ groups.

**Apply** – tell partner how to spell the words and use in verbal sentences.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Words with the /s/ sound spelt sc

+ Resources p 35

e.g. science, scene, discipline,  
fascinate, crescent

**Revisit** – team point for every word they can think of with /s/ sound spelt.

**Teach** – these words are Latin in origin and probably pronounced the s and k sound in Ancient Rome.

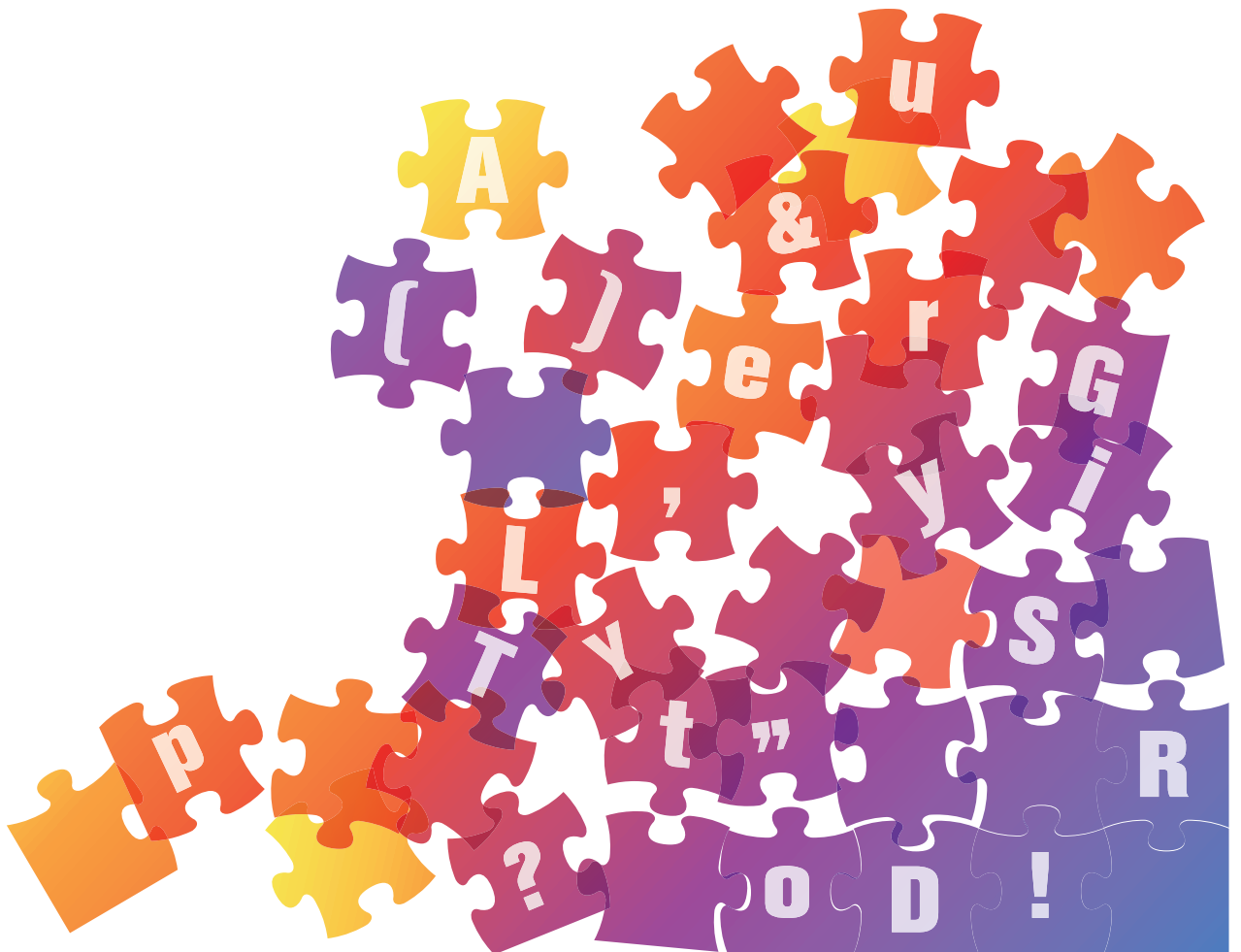
**Practise** – look, say, cover, write, check words.

**Apply** – write in sentences to show understanding in context.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Term 3



# Words with the /eɪ/ sound spelt ei, eigh, or ey

+ Resources p 38


 e.g. sleigh, neigh, neighbour, vein, weight,  
eight, they, obey, prey, whey

**Revisit** – Snowball all the words they can think of with the /ei/ sound.

**Teach** – look at where the sound is in word and discuss which is most likely spelling if at end or middle of word. (ei in middle, eigh and ey at/towards end of word-exception neighbour as it is a compound word).

 **Practise** – sort into the correct groups.

**Apply** – use a selection of the words to make up a mystery story.

 **Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

# Possessive apostrophe with plural words

+ Resources p 40

e.g. girls', boys', babies', children's, men's, mice's

**Revisit** – play Human Apostrophe to get the children to place it in the correct place.

**Teach** – the apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in –s, but is added if plural doesn't end in –s (e.g. children, mice).

**Practise** – look, say, cover, write, check words.


**Apply** – write in sentences to show understanding in context.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Homophones or near-homophones


+ Resources p 42


 e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/reign/rein, scene/seen, weather/whether, whose/who's

**Revisit** – play Which One's Right? with a selection of the words.

 **Teach** – these words are best remembered in context.

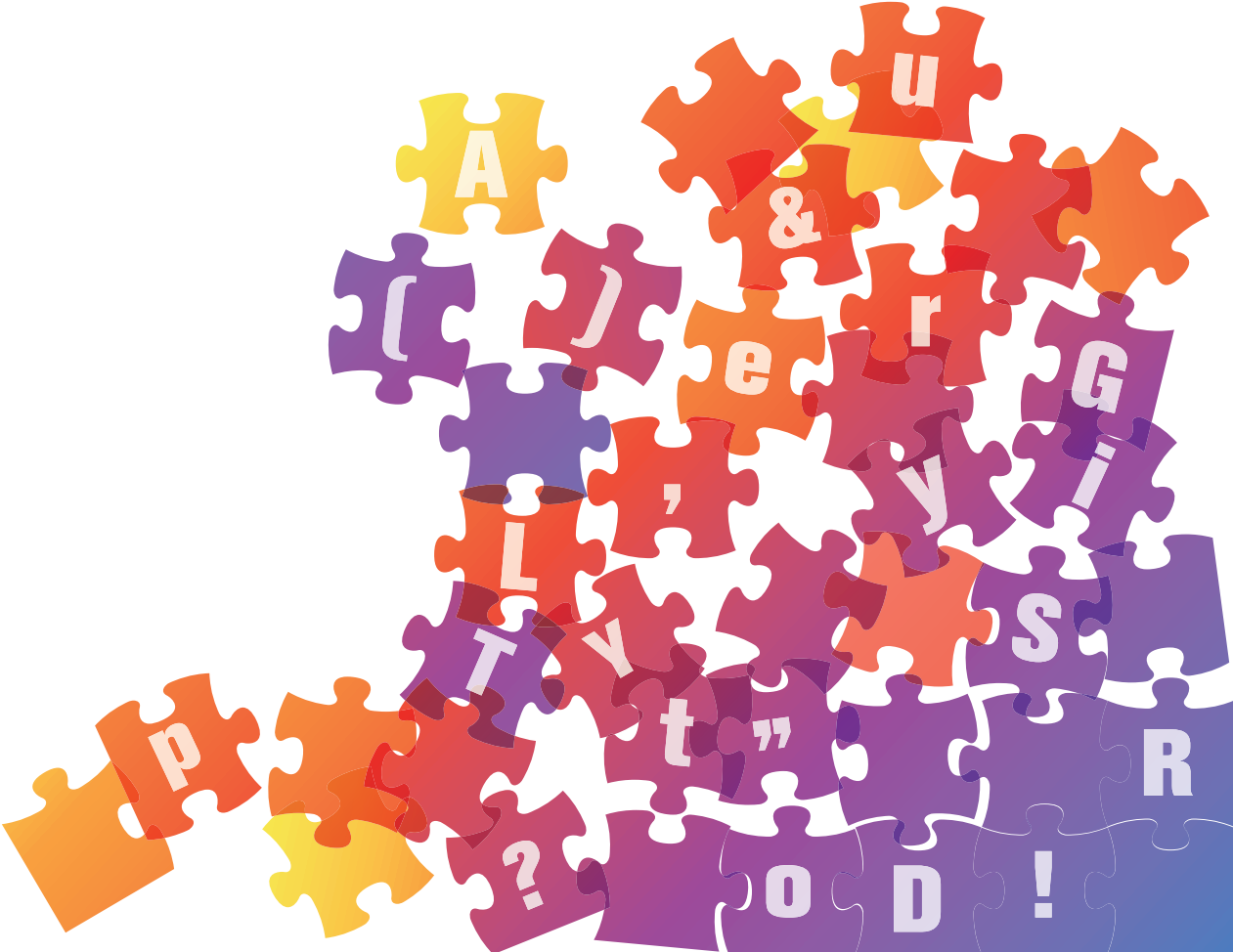
**Practise** – make up rhyming pairs to show the different use for each spelling of the word and to help remember words.

 **Apply** – play Word Hunt as a table, keep tally with page number to prove.

 **Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

Pupil Resources  
For the Spelling Toolkit

# Term 1



# The Suffix -ion (add t)

e.g. invention, injection, inspection, rejection,  
action, hesitation, completion, elation

1. Write root word with t or te ending, then re-write  
with -tion.



Root word	+ tion



What patterns do you see?

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2. Choose at least 4 of the words to show you can use them in sentences accurately.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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# The Suffix **-ion (+ss)**

e.g. expression, discussion, confession,  
permission, admission, submission

1. Write each root word with **-ss** or **-mit** ending,  
then re-write with **-ssion**



Root word	+ ssion





What patterns do you see?

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2. Make up a silly story using the words.

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# The Suffix **-ion (+s)**

e.g. expansion, extension,  
comprehension, tension

1. Write each root word with **-d** or **-se** ending,  
then re-write with **-sion**.



Root word	+ sion



What patterns do you see?

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2. Make up a mnemonic to help you remember how to spell one of the words e.g. expansion.

every \_\_\_\_\_

x-ray \_\_\_\_\_

puts \_\_\_\_\_

a \_\_\_\_\_

new \_\_\_\_\_

sign \_\_\_\_\_



in \_\_\_\_\_

overcoming \_\_\_\_\_

pain \_\_\_\_\_



# The Suffix **-ian (+c)**

e.g. musician, electrician, magician, politician, mathematician

1. Look, say, cover, write, check these words.

musician	
electrician	
magician	
politician	
mathematician	



2. Use the words correctly in context in sentences.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Words with the /k/ sound spelt ch

e.g. scheme, chorus, chemist, echo, character

1. Match the correct word to its definition.

A person's good  
reputation

**chorus**

Make plans, especially  
in a devious way or with  
intent to do something  
illegal or wrong

**scheme**

A shop where medicinal  
drugs are dispensed and  
sold, and in which toiletries  
and other medical goods  
can be purchased

**echo**

A sound that is bounced  
off the walls of tunnels in  
a repeated fashion


**character**

A part of a song  
which is repeated  
after each verse


**chemist**



2. Play word hunt as a table, keep tally with page number or post-it to prove where you found the words.



word	Tally + pages
scheme	
chorus	
chemist	
echo	
character	

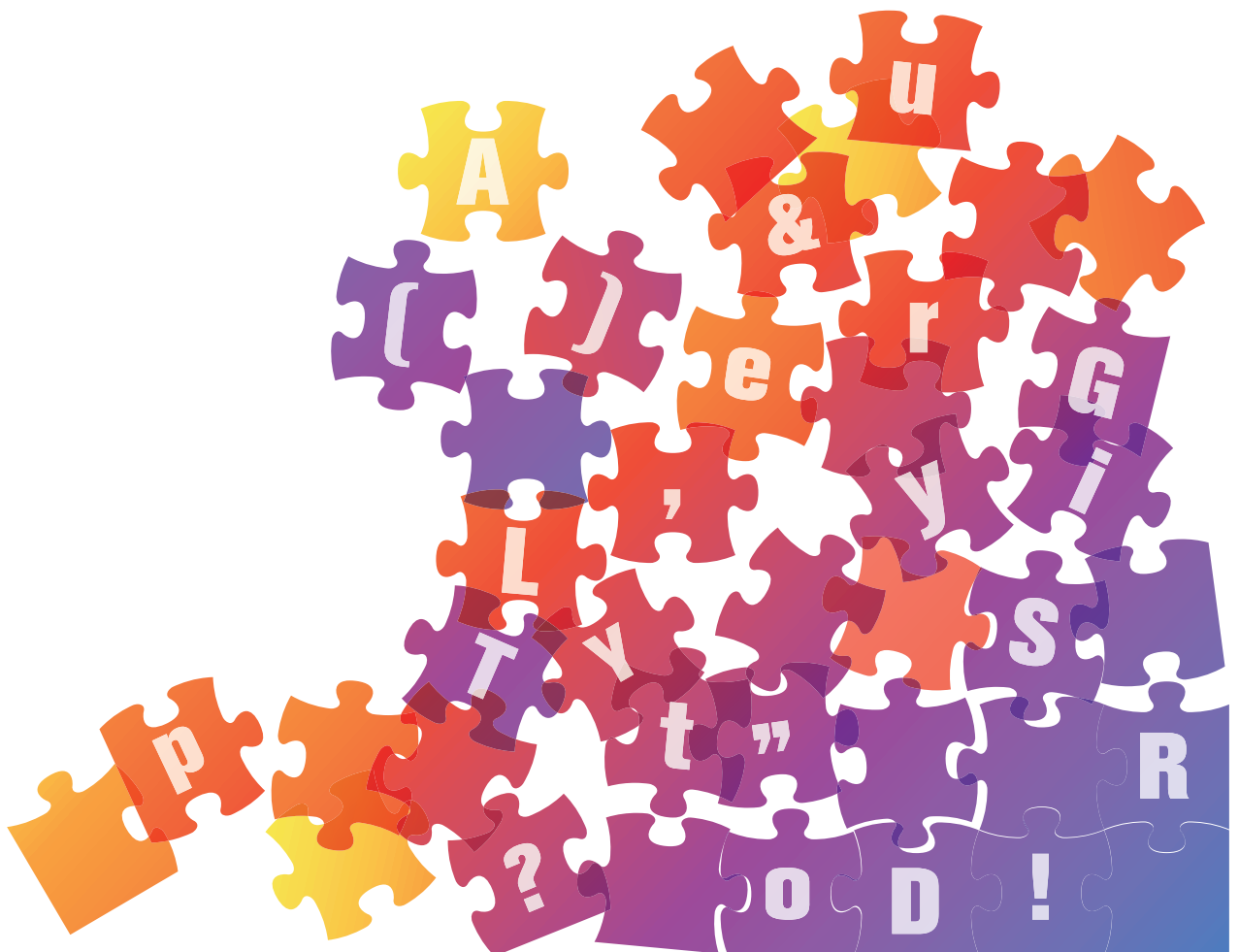


Discuss your findings.





# Term 2



# Words with the 'sh' sound spelt ch

e.g. chef, machine, chalet, brochure

1. Look, say, cover, write, check words.



chef			
machine			
chalet			
brochure			



2. Write each word and draw an image to help you remember the word and its spelling.



1.

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2.

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5.

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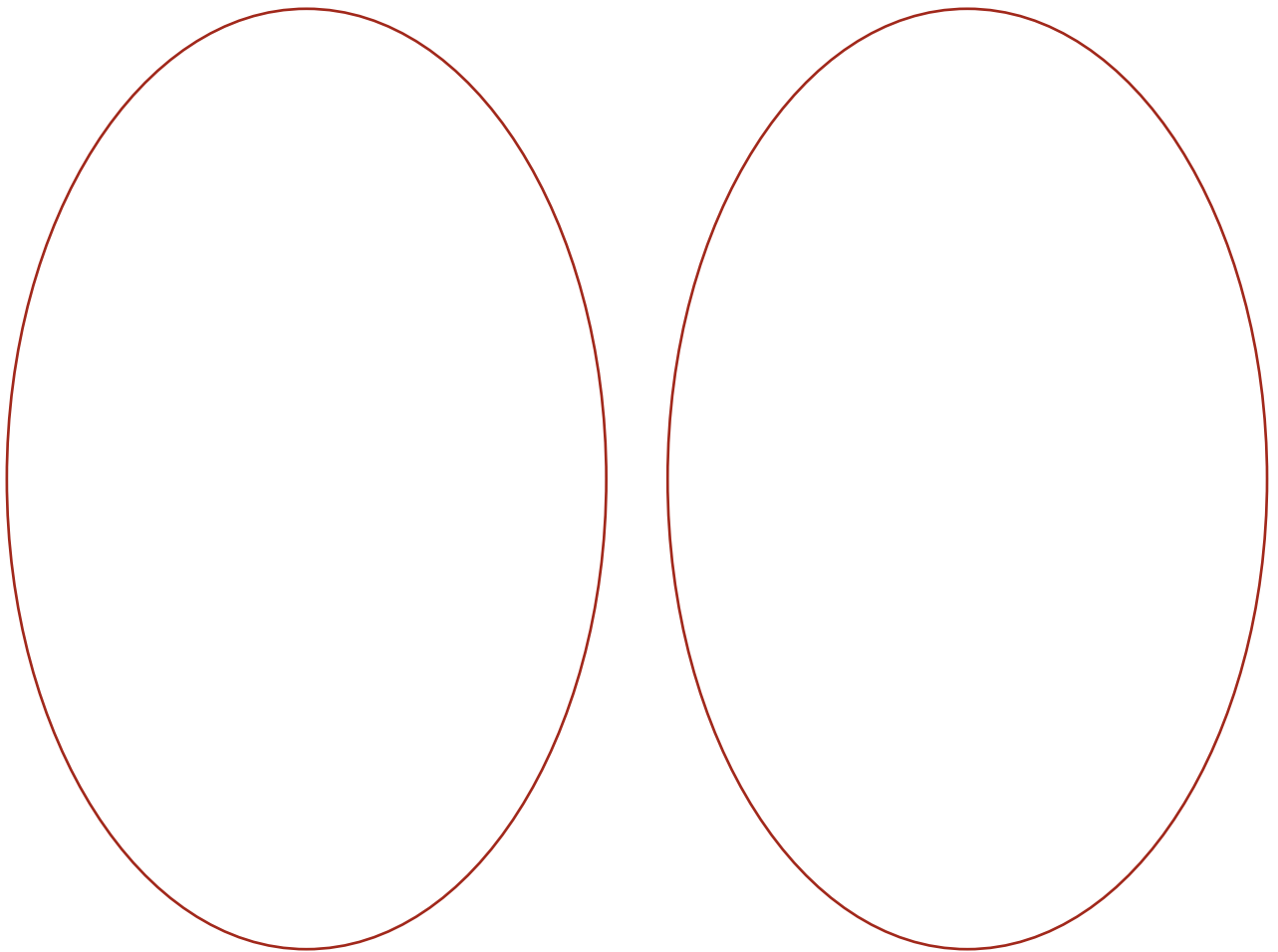
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# Words ending with gue and que

e.g. league, antique, fatigue, tongue, unique

1. Sort the words into groups.



2. Tell a partner how to spell the words and make up verbal sentences together.



# Words with the /s/ sound spelt sc

e.g. science, scene, discipline, fascinate,  
crescent

1. Look, say, cover, write, check words.

science			
scene			
discipline			
fascinate			
crescent			



2. Use the words correctly in context in sentences.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



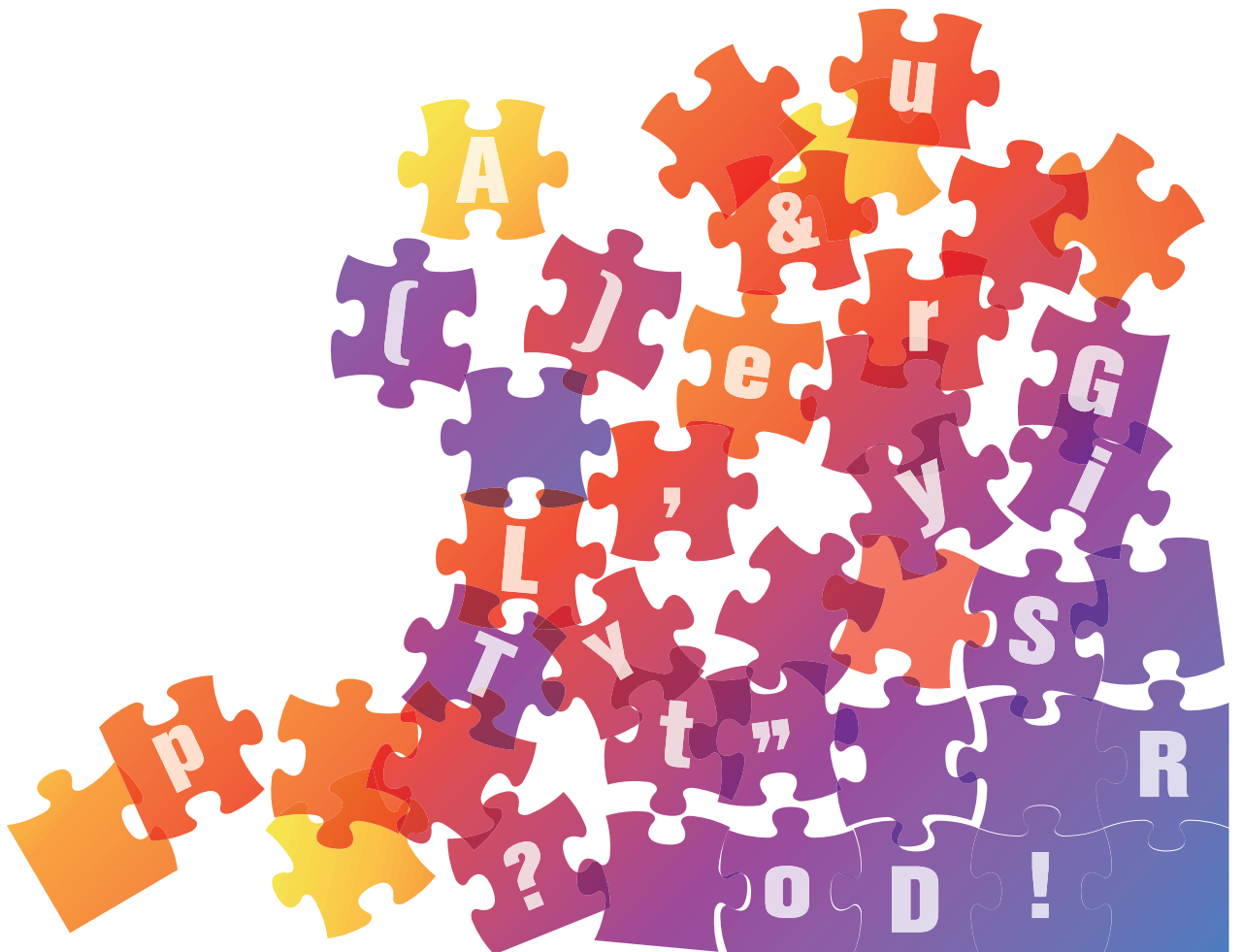
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Term 3



# Words spelt ei, eigh, or ey

e.g. sleigh, whey, vein, neigh, , weight, they, eight, obey, prey, neighbour

1. Sort the words into 3 groups.



ei

eigh

ey





2. Use a selection of the words to make up a mystery story.

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# Possessive apostrophe with plural words

e.g. girls', boys', babies', children's, men's, mice's



1. Look, say, cover, write, check words.

girls'	
boys'	
babies'	
children's	
men's	
mice's	



2. Use the words correctly in context in sentences.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Homophones or near-homophones

accept/except, affect/effect, ball/bawl,  
berry/bury, brake/break, fair/fare,  
 grate/great, groan/grown, here/hear,  
heel/heal/he'll, knot/not, mail/male,  
main/mane, meat/meet, medal/meddle,  
missed/mist, peace/piece, plain/plane,  
rain/reign/rein, scene/seen,  
weather/whether, whose/who's

 1. Make up rhyming pairs to show the different use for each spelling of words given to you to help remember words.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

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\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

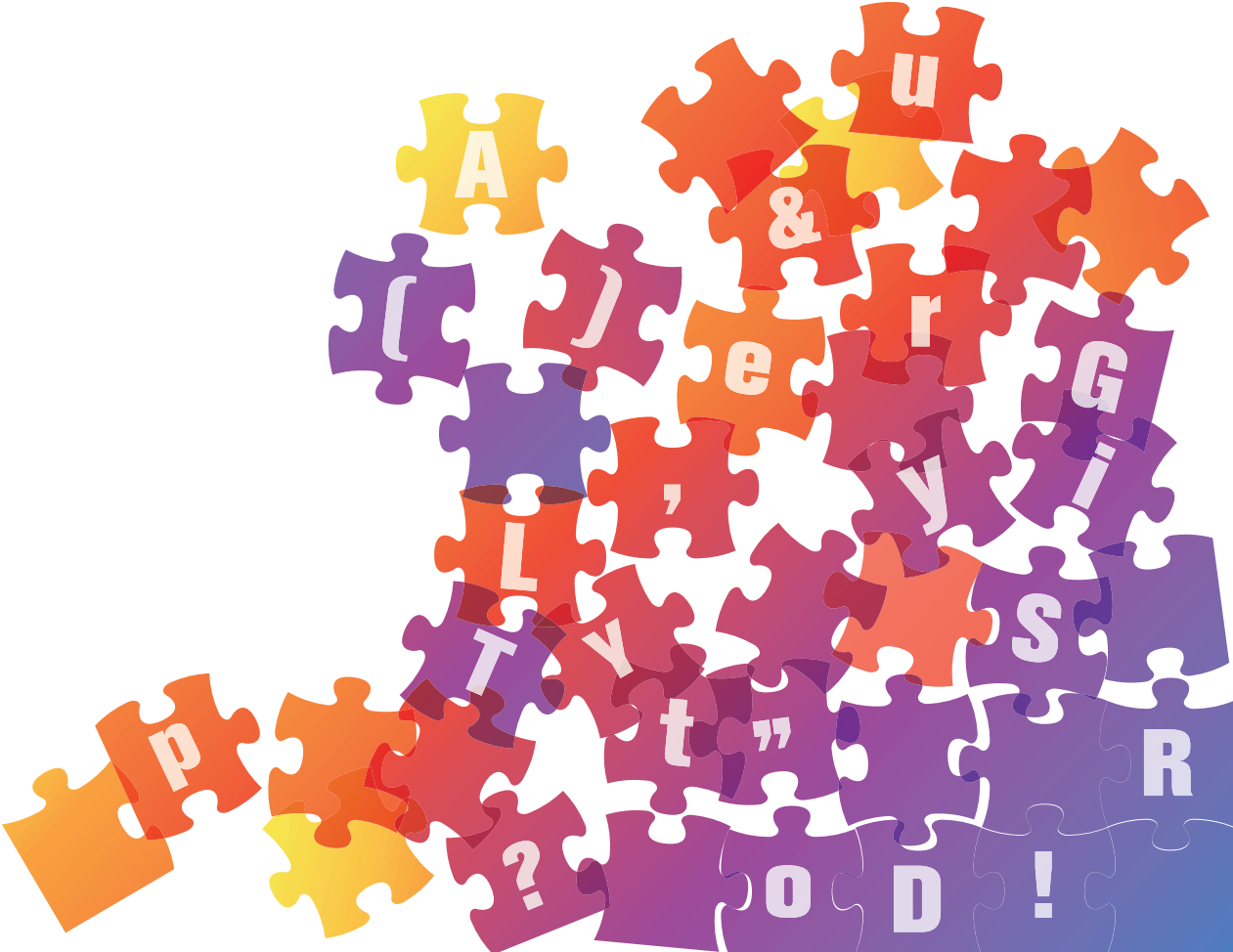
2. Work in pairs on your table to choose 5 sets of words each and

find as many examples of the words that you can in 5 minutes.





# Appendix



## Year 3 and 4 Statutory Word List

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



The blue highlighted words could be used as part of children's vocabulary and then explicitly focused on to ensure coverage by end of Year 4 in line with NC requirements.



# Year 3 Term 1

word	read	spell	apply
myth			
mythology			
mythical			
gym			
gymnasium			
gymnastics			
Egypt			
Egyptian			
Egyptology			
pyramid			
mystery			
mysterious			
symbol			
cymbals			
forgotten			
beginning			
beginner			
thinning			
thinner			
preferred			
preferring			
deferred			
deferring			
inferred			
inferring			
gardening			
gardener			
limiting			
limited			



word	read	spell	apply
limitation			
visited			
visiting			
visitation			

## Term 2

word	read	spell	apply
young			
touch			
double			
trouble			
country			
disappoint			
disagree			
disappear			
disobey			
misbehave			
mislead			
misspell			
inactive			
incorrect			
inappropriate			
inside			
illegal			
illegible			
immature			
immortal			
impossible			
impatient			



word	read	spell	apply
imperfect			
irregular			
irresponsible			
redo			
refresh			
return			
reappear			
redecorate			
interact			
intercity			
international			
interrelated			
subdivide			
subheading			
submarine			
submerge			
supermarket			
superman			
superstar			
antiseptic			
anticlockwise			
antisocial			
autobiography			
autograph			
adoration			
sensation			
preparation			
admiration			



# Term 3

word	read	spell	apply
sadly			
completely			
usually			
finally			
comically			
happily			
angrily			
easily			
gently			
simply			
humbly			
nobly			
wrinkly			
comically			
terrifically			
horrifically			
basically			
frantically			
dramatically			
truly			
duly			
wholly			
division			
invasion			
confusion			
decision			
collision			
television			
revision			
supervision			





word	read	spell	apply
poisonous			
dangerous			
mountainous			
famous			
various			
humorous			
glamorous			
vigorous			
courageous			
outrageous			
serious			
obvious			
curious			
spontaneous			
hideous			
courteous			



## Year 4 Term 1



word	read	spell	
invention			
injection			
inspection			
rejection			
action			
hesitation			
completion			
elation			



word	read	spell	apply
expression			
discussion			
confession			
permission			
admission			
submission			
expansion			
extension			
tension			
comprehension			
musician			
electrician			
magician			
politician			
mathematician			
scheme			
chorus			
chemist			
echo			
character			

## Term 2

word	read	spell	
chef			
machine			
chalet			
brochure			





word	read	spell	apply
league			
fatigue			
tongue			
antique			
unique			
science			
scene			
discipline			
fascinate			
crescent			

### Term 3



word	read	spell	apply
sleigh			
whew			
prey			
obey			
they			
eight			
weight			
vein			
neighbour			
neigh			
girls'			
boys'			
babies'			
children's			
men's			
mice's			





word	read	spell	apply
accept/except			
affect/effect			
ball/bawl			
berry/bury			
brake/break			
fair/fare			
grate/great			
groan/grown			
here/hear			
heel/heal/he'll			
knot/not			
mail/male			
main/mane			
meat/meet			
medal/meddle			
missed/mist			
peace/piece			
plain/plane			
rain/reign/rein			
scene/seen			
weather/whether			
whose/who's			



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