

English Curriculum: Spelling Medium Term Plans/objectives

Year 3 / 4 Cycle A

<u>Term</u>	
Autumn	<ul style="list-style-type: none"> • Revision of work taught in Y1/2 paying special attention to rule for adding suffixes: ment, ness, ful, less & ly • Adding suffixes beginning with vowel letters to words of more than one syllable e.g forgetting, forgotten, prefer, preferred, gardening, gardener • The /i/ sound spelt y elsewhere than at the end of words e.g myth, gym, Egypt, • The /u/ sound spelt ou e.g young, touch, country • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • How words change when er + est are added quick, quicker, quickest • How words change when y is added e.g crisp, crispy <p style="text-align: center;">+ Y3/4 word list</p>
Spring	<ul style="list-style-type: none"> • More prefixes: dis-, mis-, in-, ill-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- • The suffix-ation: information, adoration, preparation • The suffix-ly: sadly, completely, usually, comically • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Investigate rules for changing spelling of nouns when s is added e.g ash, ashes • Investigate words with silent letters e.g knee, wrinkle, gnat <p style="text-align: center;">+ Y3/4 word list</p>
Summer	<ul style="list-style-type: none"> • Words with endings sounding like /shur/ or /cher/ e.g measure, treasure, adventure, teacher, richer, stretcher • Endings which sound like /shun/ e.g division, decision, collision • The suffix-ous: poisonous, humorous, spontaneous • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Recognise and generate compound words e.g playground, airport • Use knowledge of prefixes to generate new words from root words e.g sense/nonsense • Revision <p style="text-align: center;">+ Y3/4 word list</p>

English Curriculum: Spelling Medium Term Plans/objectives

Year 3 / 4 Cycle B

<u>Term</u>	
Autumn	<ul style="list-style-type: none"> • Revision of work taught in Y1/2 paying special attention to rule for adding suffixes: ment, ness, ful, less & ly (only if Y3) • Endings which sound like /shon/, spelt –tion, -sion, -ssion, -cian e.g invention, discussion, tension, musician • Words with the /k/ sound spelt ch e.g scheme, chorus, character (Greek) • Words with the /sh/ sound spelt ch e.g chef, machine, brochure • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Spell irregular tense changes e.g go/went, can/could • Recognise and spell suffixes e.g ship, hood, ness, ment <p style="text-align: center;">+ Y3/4 word list</p>
Spring	<ul style="list-style-type: none"> • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt –que (French) e.g league, tongue, antique, unique • Words with the /s/ sound spelt sc (Latin) e.g science, scene, discipline, fascinate • Words with the /ay/ sound spelt ei, eigh or ey e.g vein, weight, neighbour, they • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • To spell words with common endings e.g ight, tion, ious, ial, ough • Explore occurrence of letters in words e.g v and k-valley, wives, kettle, tank • Explore occurrence of letter strings in words wa and wo e.g worship, won <p style="text-align: center;">+ Y3/4 word list</p>
Summer	<ul style="list-style-type: none"> • Possessive apostrophe with plural words e.g girls', babies', men's • Homophones and near-homophones e.g here/hear, groan.grown, weather/whether • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Collect/classify words with common roots e.g advent, invent • To distinguish the 2 forms its and it's • Spell words with common letter strings but different pronunciations e.g tough, hour, four • Revision <p style="text-align: center;">+ Y3/4 word list</p>

