



Sutton Bonington
Primary School

Year 4 Spelling



Sutton Bonington
Primary School

| | Week 1 | 2 | 3 | 4 | 5 | 6 |
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| <p>Revisit Year 3 spelling rules – practise as necessary throughout autumn term – be flexible with approach</p> | <p>Prefix 'super' 'sub' 'inter'</p> <p>The prefix 'super' means 'over or above'. It shows something is bigger or better than usual – superman, supermarket, superstar, supervisor</p> <p>The prefix 'sub' means 'under or below'. It shows something is less or beneath – subway, submerge, subheading, submarine</p> <p>The prefix 'inter' means 'between or among' – intercity, interlock, interrupt</p> | <p>Prefix 'anti' 'non' 'Auto'</p> <p>The prefix 'anti' comes from Ancient Greek and means 'against' or 'opposed to' – antifreeze, antiseptic, antisocial</p> <p>'non' means 'not'. When added (as a prefix) it will give the word the opposite meaning nonsense, nonstick, nonstop, nonfiction</p> <p>The prefix 'auto' comes from Ancient Greek and means 'self', 'own' or 'same' – automatic, autograph, automobile</p> | <p>Prefix 'pre' 'de' and 're'</p> <p>The prefix 'pre' comes from Latin and means 'before' – prepare, preheat, predict, previous</p> <p>The prefix 'de' comes from Latin and means 'undo' or 'do the opposite of' – deflate, decrease, demist, defrost, defuse</p> <p>The prefix 're' comes from Latin and means 'again' or 'back' (think of repeat) – replace, refresh, recycle, reform, return</p> | <p>Prefix 'in' 'im' imm'</p> <p>'in' means 'not'. When added as a prefix it will give the word the opposite meaning – inactive, invisible, incorrect, inaccurate</p> <p>When the root word starts with a 'p' 'in' becomes 'im' - impractical, imperfect, impossible, important, impure</p> <p>When the root word starts with an 'm' 'in' becomes 'im' giving a double 'm' - immature, immigrate, immortal, immobile</p> | <p>Adding 'ing' to a verb to change tense</p> <p>Multi-syllabic words with a short vowel followed by two or more consonants: just add 'ing' – extending, rejecting, finishing, adjusting, erupting</p> <p>Multi-syllabic words with a short vowel followed by a final consonant: double the final letter – admitting, upsetting, forgetting, beginning, befitting</p> | <p>Adding 'ing' to a verb to change tense</p> <p>If the final syllable is unstressed the final consonant is not doubled e.g. gardening, beckoning, carpeting, frightening</p> <p>Revisit all adding 'ing' rules</p> |
| | | 7 | 8 | 9 | 10 | 11 |
| | <p>Vowel suffix 'er' 'ed'</p> <p>Multi-syllabic words with a short vowel followed by two or more consonants: just add 'er' or 'ed'.</p> <p>Multi-syllabic words with a short vowel followed by a final consonant: double the final letter.</p> | <p>Vowel suffix 'er' 'ed'</p> <p>If the final syllable is unstressed the final consonant is not doubled.</p> <p>Revisit all rules from adding 'er' and 'ed'</p> | <p>Adding suffix 'ous' to change a noun into an adjective</p> <p>Some root words are obvious and the suffix 'ous' is just added (danger - dangerous).</p> <p>'ous' is just added to words ending 'ge' if the soft 'g' sound is</p> | <p>Adding suffix 'ous' to change a noun into an adjective</p> <p>Words ending 'our' change to 'or' when adding 'ous' (glamour - glamorous).</p> <p>If a root word ends with 'y', the 'y' changes to 'i' when</p> | <p>Adding suffix 'ous' to change a noun into an adjective</p> <p>If there is a long 'ee' sound before the suffix 'ous', it is usually spelt as 'i'.</p> | <p>Suffix 'tion' and 'cian'</p> <p>If the root verb ends in 't' the suffix 'ion' forms 'tion' (invent – invention).</p> <p>A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.</p> |

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| | | | kept. Very few of these words. | 'ous' is added (fury – furious). | Review of all rules to add 'ous' | 'cian' is used where base words end in 'c' or 'cs' and often relate to jobs/occupations. |
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Spring term – pick up from spelling list 10

| | Week 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|---|---|--|---|
| Revisit autumn term spelling rules - practise as necessary throughout spring term – be flexible with approach | <p>Many 'sion' words are formed from verbs ending in 'd' or 'de' (divide - division).</p> <p>Invasion, explosion, division, erosion, conclusion, expansion erode</p> | <p>Many 'sion' words are formed from verbs ending in 's' or 'se' (confuse - confusion).</p> <p>Aversion, tension, supervise, version, television</p> <p>'ssion' words have a clear soft 'sh' sound and often base words ending 'ss' or 'mit'. e.g. admission, expression, mission, confession, discussion, transmission, emission, omission</p> | <p>In some words from Ancient Greek 'ch' is used to make a 'k' sound. Not many of these words – chasm, chaos, chorus, characters</p> <p>Ache, echo, school, scheme, stomach, Christmas</p> <p>In some words for occupations 'ch' is used to make a 'k' sound. There are not many of these architect, chemist, mechanic, scholar, monarch</p> | <p>'ch' can make a sound like 'sh' (e.g. shoot-chute). Most of these words come from French.</p> <p>Chalet, chef, machine, brochure, parachute</p> | <p>'gue' at the end of a word can make a sound like 'g' – most words that ends in a long vowel sound followed by g are spelt with gue</p> <p>These words come from French vague, plague, league</p> <p>Exceptions – dialogue, catalogue</p> <p>'que' at the end of a word can make a sound like 'k'. These words come from French e.g. plaque, cheque, antique</p> | |
| | <p>'que' at the end of a word can make a sound like 'k'. These words come from French e.g. plaque, cheque, antique, oblique, unique, boutique</p> | <p>In some words 'sc' (often before an 'e' or an 'i') can make a sound like 's'. These words come from Latin e.g. scent, scene, descend, ascent, crescent</p> <p>Science, discipline, fascinate, scissors, oscillate, scene, disciple</p> | <p>Words with 'ce' – to make a 's' sound before an e, i or y, it's often a 'c'</p> <p>Centre, century, certain, recent, experience, cinema, cycle, certificate, decide, pencil, medicine, accident</p> | | | |