**Year 4 Spelling Planning – Autumn 1**

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| **Week** | **Grapheme / Spelling Lists** | **Lesson** |
| 1 | or words and ore words | **Before setting spellings for homework**  Read the spelling words that we will be learning this week, without showing them to the children  Ask children to think, pair, share which sound is common to all of the words and where in the word it comes (beginning, middle or end of the word)  Show children the words for this week  Ask them to think, pair, share which letters are used to represent the sound  So the sound (or) is most often represented by the letters or when it comes in the middle of words and by the letters ore at the end of words  **Spelling test**  Read each word to children, putting each of them in a sentence to give them context  Ask children if they missed any words and say these again  Show children the words, and ask them to highlight any mistakes that they made on their own tests with a colouring pencil  Remind children when writing the dictation sentences that they:   * need a capital letter to start each sentence and for names * join their handwriting and make letters the correct size * leave a suitable sized space between each word * add in any punctuation * spell each word correctly   Read this week’s dictation sentences, without showing them to the children  Show children the dictation sentences, and ask them to highlight any mistakes that they made with a colouring pencil |
| 2 | oar & our words and wor words | As in Lesson 1, but the (or) sound is represented by the letters oar or our in a very few words and putting the letter w in front of the letters or changes the sound that they represent |
| 3 | aw in the middle of end of words | As in Lesson 1, but the (or) sound is sometimes represented by the letters aw in the middle and at the end of words |
| 4 | au and all | As in Lesson 1, but the sound (or) is represented using the letters au in a very few words and the sound (orl) is most often represented using the letters all |
| 5 | wa, swa and squa and  short (e) as ea 1 | As in Lesson 1, but when the letter w comes before the letter a, the letter a represents the short (o) sound and quite a few word use the letters ea to represent the short (e) sound |
| 6 | Short (e) as ea 2 and (or) homophones | As in Lesson 5  Lesson on homophones with (or) sound e.g. poor / pour  Explain how the term homophone means same sound  Children to choose the correct homophones from pairs of homophones to fit a sentence and then write their own sentences to contain other given homophones |
| 7 | (f) as ph and  (w) as wh | As in Lesson 1, but the sound (f) is represented in very few words by the letters ph and the sound (w) is represented by the letters wh in very few words |

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