

Year 4 Spelling Planning – Summer 1

Week	Grapheme / Spelling Lists	Lesson
1	soft c and -ge words	<p>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 letter c represent s the sound (s) when it comes before the letters l, e or y Repeat for the –ge words. So the sound (j) is represented by the letters ge when it comes after a long vowel sound or after the letter r e.g. urge, or the letter n e.g. change</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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</p>
2	-dge words and soft g	As in Lesson 1, but the sound (j) is represented by the letters dge when it comes after a short vowel sound and the letter g usually represents the sound (j) when it comes before the letters e, i or y
3	short (i) as y 1 and 2	As in Lesson 1, but the short (i) sound is represented in quite a few words by the letter i
4	short (i) as y 3 and (k) as ch 1	As in Lesson 3, and then introduce the words that use the letters ch to represent the (k) sound
5	(k) as ch 2 and (s) as sc	As in Lesson 4, and then introduce the words that use the letters sc to represent the (s) sound
6	-gue and –que words and change y to i	As in Lesson 1, but a very few words use the letters gue to represent the sound (g) and very few words use the letters que to represent the sound (k) Revise how when adding a suffix to a word ending in y, the y needs to change to i, unless you are adding the suffix ing
7	change y to i and add es and double the final consonant	Revise suffixing rules: <ul style="list-style-type: none"> • when adding suffix s to words ending in the letter y, you need to change y to i and add es e.g. baby + s = babies • when adding a vowel suffix to a word ending vowel-consonant, you need to double the final consonant e.g. spot + ed = spotted