

Spelling Planners for Years 3 and 4

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This document has been written to align with the English programmes of study, including the Spelling Appendix 1 and the Test Frameworks for GPS (Standards and Testing Agency). It also takes into account the schedule of No Nonsense Spelling (Raintree), so that planning can be more easily matched for those schools using the No Nonsense Spelling programme.

Termly suggestions usually build gradually in levels of challenge, but may be used flexibly according to the school's chosen curriculum. For example, outings, texts or other curricular topics may occur at particular times of year. Also, *the child's ability and stage of learning needs to be taken into account when planning for spelling*. This document assists teachers in knowing age-related learning for most children, as described by the National Curriculum.

The document has a focus on phonics and spelling, rather than grammar. (Separate planners are available for grammatical terminology and punctuation in each year group of the primary school, including Reception.) Please also refer to the programmes of study for years 3 and 4, particularly the Spelling Appendix and statutory word list, in order to ensure full coverage of the appropriate spelling expectations and non-statutory example words.

Each planner begins with an overview, which is important reading.

Spelling: Lower KS2 Planning Sample Y3 *Termly suggestions are flexible according to school's spelling programme and pupils' stage of learning*

	YEAR THREE	T1	T2	T3	T4	T5	T6
Test Ref Code: Y3 overlaps with KS1	Overview: At the beginning of Year 3, children often need further practice in the spelling patterns and conventions learned in KS1, together with revision of the many common exception words and homophones learned the previous year. For this reason, the Test Code references begin with some of those from KS1, allowing time to plan for that important consolidation of learning. New learning for Year 3, indicated by the Programme of Study and Spelling Appendix, can then build upon those firm foundations. Pupils will use further prefixes and suffixes, and understand how to add them to words. They will learn some words which are often misspelt. Also, they will learn how to use the first two or three letters of a word to check its spelling in a dictionary. Pupils will develop their early proofreading skills in order to correct some of their own errors. *NB Words from the statutory word list are shown in bold font.						
S1	words with the /j/ sound spelt 's' or 'ss'			introduce: sure, mission, sugar, pressure			
S4	the /v/ sound at the end of words		revisit: love, live, have, give, dove, move, glove				
S5	adding -s and -es to words (plural of nouns and the third-person singular of verbs)	revisit when linked to reading and writing	revisit when linked to reading and writing				
S8	vowel digraphs and trigraphs: e.g. <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.</i>	revisit selected GPCs e.g.oo / fruit, group igh / height or/ naughty, quarter	revisit other GPCs as they occur in reading and writing e.g. ou/ow; oi/oy, including split digraphs e.g. u-e	continue to apply segmenting skills for writing; draw links with reading texts where applicable	continue to apply segmenting skills for writing; draw links with reading texts where applicable	revisit GPCs for the 'ee' phoneme: ee/ea/e-e/ie/y/ey complete , these, theme, extreme heel, heal, he'll, wheel, we'll	
S9	words ending in -y (/i/ or /ɪ/)	revisit where these occur in reading and writing e.g. happy, sunny, family, history					
S10	consonant spellings <i>ph</i> and <i>wh</i>		revisit and check when, where, which, wheel, why		revisit and check dolphin, alphabet, phonics, elephant		
S12	compound words					revisit and apply e.g. swimsuit, fairground, football, waterfall, classroom	
S14	the /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y				check: jog, join, age, huge, badge, edge, gem, giant, magic, energy, village		
S15	the /s/ sound spelt c before e, i and y		check: race, ice, cell, city, fancy				
S16	the /n/ sound spelt kn- and (less often) gn- at the beginning of words			revisit and check: know, knock, knee, gnat, gnaw			
S17	the /r/ sound spelt wr at the beginning of words						revisit and check: write, writing, written, wrote, wrong, wrap, wring
S18, - S21	the /l/ or /əɫ/ sound spelt -le at the end of words; the /l/ or /əɫ/ sound spelt -el at the end of words; the /l/ or /əɫ/ sound spelt -al at the end of words; words ending in -il			revisit and check; table, apple, bottle, middle, little; camel, tunnel, travel; metal, petal, animal;	pencil, fossil, nostril		
S22	the /aɪ/ sound spelt -y at the end of words	revisit as words arise in reading and writing: cry, dry, fly, try, why, by, July					
S23	adding -es to nouns and verbs ending in -y			revisit as words arise in reading and writing: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies			

	YEAR THREE	T1	T2	T3	T4	T5	T6
S24, S25, S26	adding –ed, –ing, –er and –est which require a change to the root word	revisit and teach: patting, hummed, sadder, fattest, runny waving, runner, skipping, (also in Y3 –es): searches, reaches	revisit quicker, grander, darkest; teach: prettier, happier, nicer, fattest, largest	walked, hiked, cried, copied, hurried, replied, patted, hummed, dropped, skipped		revisit +exceptions copying, crying, replying	revisit through mini-dictations and apply in writing
S27	the /ɔ:/ sound spelt a before l and ll	revisit: tall, ball, call, always, walk					
S28	the /ʌ/ sound spelt o (similar to KS1; now spelt ou)						introduce: trouble, country, young, double, trouble, rough, touch
S29	the /i:/ sound spelt –ey			revisit: key, donkey, monkey, chimney, valley			
S30, S31, S32	the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w				revisit and check: watch, wander, squash; work, world; warm, towards		
S33	the /ʒ/ sound spelt s				check: television, treasure, usual teach: occasion(ally)		
S34	the suffixes –ment, –ness, –ful, –less and –ly		practise adding –ness: fair, kind, tidy, lovely, silly, happy, willing, fit, foolish, nasty	revisit -ness, -ful following a consonant sadness, painful; teach: -less –ly: careless carelessly colourless, harmless, useless, thoughtless helpful, helpfully thankful, thankfully			
S34 cont.	the suffixes ‘ful’ and ‘ness’ (used together)			forgetfulness; hatefulness; painfulness			
S35	words ending in –tion				word list: question, mention, position ; revisit: fiction, section, nation, motion new: invention; injection, action	fictional, national	
S36	homophones and near-homophones	break/brake; great/grate; eight/ate; weight/wait ; son/sun	revisit: to/two/too; hear/here; won/one; quite/quiet		revisit: new, knew, there, their, they’re teach: your/you’re; meet/meat; fair/fare; knot/not;		heel/heal/he’ll; rain/rein/reign; plain/plane; groan/grown; night/knight
S37 Both KS1& KS2	common exception words	revisit and check <i>many</i> Y2 common exception words	revisit and check <i>all</i> Y2 common exception words	accident, build, caught, different, earth, enough, famous, February, often, quarter, remember, through	answer; appear; bicycle; certain, circle; continue, describe; disappear; exercise; favourite	address, believe, breath, breathe, busy, centre, decide, difficult, early, experiment, fruit, group, guard, heard	history, imagine, important, interesting, island, learn, length, strength, minute, notice, ordinary, peculiar, perhaps, possible

	YEAR THREE	T1	T2	T3	T4	T5	T6
KS2	The following section introduces spelling content domain references from the KS2 test framework.						
S38	adding suffixes beginning with vowel letters to words of more than one syllable See Y4						
S39	the /i/ sound spelt y other than at the end of words		myth, gym, pyramid, mystery, Egypt				
S40	the /ʌ/ sound spelt ou						young, double, touch, trouble, country, rough
S41	prefixes: the prefixes un- (revise) and dis- (teach)	unlucky, unusual, undress, unwell disappoint, disagree, disobey, disown, dishonest, distrust, dislike, disappear					
S41 cont.	the prefixes mis- and re-		misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return				
S41 cont.	the prefixes sub- and tele-			subdivide; subheading; submarine; submerge; telephone; telescope; telegraph; television			
S41 cont.	the prefixes 'super' and 'auto'				superman, supermarket, superstar, autograph; autobiography, automaton		
S43	the suffix -ly			sadly, closely, completely, quickly, likely, lately, usually (usual + ly), finally (final + ly), comically		happily, funnily, luckily	
S43 cont.	the suffix -ly with root words ending 'le' or 'ic'					simply, humbly, gently, basically, frantically, dramatically, heroically	
S48	words with the /k/ sound spelt ch		Christmas		ache, anchor, school, choir, echo		
S50	words ending with -gue and -que		league, tongue, antique, unique				
S52	words with the /eɪ/ sound spelt ei, eigh, or ey	add rarer GPCs: weigh, hail, eight, straight , they, vein					
Further	the apostrophe for contractions (assessed in Grammar Test Paper 1)			revisit contractions from Y2 e.g. hasn't, isn't, won't, don't		revisit contractions of relevant words e.g. they're, you'll, couldn't, wouldn't	

	YEAR FOUR	T1	T2	T3	T4	T5	T6
Test Ref: Code	<p>Overview: Some pupils in Y4 continue to need consolidation of basic spelling rules and conventions from KS1, such as how to add common suffixes to root words, particularly those which require a change of the root word. However, during Y4 it is important to introduce all the remaining spelling objectives in the Programme of Study, by referring to the full Spelling Appendix for this age group. There is no STA written test for spelling at LKS2, but all learning for this age-group is included in either the Content Domain references from KS1 or KS2. The full statutory word list for Y3-4 also needs to be taught over time, alongside other similar words, so that children can spell increasingly challenging words. Pupils develop a range of personal strategies for learning irregular words, and for proofreading their spellings after writing. They also use further prefixes and suffixes, understanding how to add them. Y4 pupils should also develop confidence to look up words in a dictionary by looking at the first two or three letters. They will revise use of the possessive apostrophe for singular nouns, and extend this to plural nouns.</p> <p>*NB Words from the statutory word list are shown in bold font.</p>						
S8	vowel digraphs and trigraphs: e.g. <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.</i>		words with the 'ei' sound spelt ei, eigh or ey e.g. they, weight, eight, grey, sleigh, reign				
S15	the /s/ sound spelt c before e, i and y	centre, century, certain, circle, decide, notice,					
S17	the /r/ sound spelt wr at the beginning of words	revise as required; writing, written, wrong, wrap					
S18?	the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of words; words ending in -il	3-4word list: actual, material, natural, possible, special					
S24-26	adding -ed, -ing, -er and -est	revisit and apply as required					
S30, S31, S32	the /b/ sound spelt a after w and qu; the /z:/ sound spelt or after w; the /o:/ sound spelt ar after w				revisit: watch, wander, squash; work, world; warm, towards		
S35	words ending in -tion				fiction, fraction, direction, attention invention, injection, action, completion, intention, mention, position, question		
S37	common exception words: (by end of Y4, children need to tackle all the statutory word list, and other similar words, which are commonly misspelt)	actual, material, natural, possible, special, certain, circle, decide, medicine, notice, recent	business, increase, perhaps, probably, describe, exercise, experience, experiment, extreme	February, forward, forwards, heart, library, caught, naughty, strange, promise, century, centre,	favourite, interest, interesting, minute, often, ordinary, potatoes, separate, surprise	enough, therefore, though, although, thought, through, knowledge, sentence, women, woman	address, appear, arrive, different, difficult, disappear, occasion, occasionally opposite, possession, suppose. various
KS2	The following section introduces spelling content domain references from the KS2 test framework.						
S38	adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed		cornering, fastened, awaken, beginner, gardener, gardening, preferring, preferred, limited,			answer, consider, quarter, calendar, grammar, particular, peculiar, popular, regular	
S39	the /i/ sound spelt y other than at the end of words	revisit: myth, gym, pyramid, mystery, Egypt					
S40	the /ʌ/ sound spelt ou		revisit: young, touch, blood, trouble, country				

	YEAR FOUR	T1	T2	T3	T4	T5	T6
S41	prefixes: the prefixes in-, il-, im- and ir-		Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical				
S41 Cont.	prefixes: the prefixes anti- and inter-				antibiotic, antihero, international, intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive		
S42	The suffix -ation				teach: hesitation, adoration, information, sensation, preparation, admiration		
S43	The suffix -ly:						happily, prettily, easily, sleepily, greedily, clumsily, angrily; gently, simply, humbly, nobly; basically, frantically, dramatically teach: definitely, infinitely,
S44	words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture)	treasure, measure, pleasure, closure		mixture, adventure, capture, feature, moisture, nature, picture, vulture			
S45	endings which sound like /ʒən/ spelt 'sion'					division, invasion, confusion, decision, collision, television, explosion, corrosion, intrusion, conclusion	
S46	the suffix -ous						spacious, envious, courageous, furious, monstrous, poisonous, mountainous, famous, various, dangerous
S47	endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian				physician, optician, magician, politician, electrician; extension, collision, confusion, exclusion, infusion, explosion, corrosion; profession, session, percussion, passion, mission, possession ; fiction, fraction, direction, attention, mention		

	YEAR FOUR	T1	T2	T3	T4	T5	T6
S48	words with the /k/ sound spelt ch					revisit: ache, chemist, headache, choir, echo	
S49	words with the /ʃ/ sound spelt ch		revisit: chalet, chef, brochure, parachute, machine				
S50	words ending with -gue and -que	revisit: league, tongue, antique, unique					
S50 (similar)	the g sound spelt gu-			guide, guitar, guard, guidebook, guest, guardian, guarantee, guess			
S51	words with the /s/ sound spelt sc					science, scene, scissors, ascend, descend, scented, crescent, abscess	
S52	words with the /eɪ/ sound spelt ei, eigh, or ey		revisit: they, weigh, eight, eighth , grey, sleigh				
S61	homophones and other words that are often confused	peace/piece, main/mane, fare/fair heard/herd		scene/seen, male/mail, ball/bawl		revise full set of Y3-4 homophones e.g. weather/whether, who's/whose, medal/meddle, missed/mist, team/teem	
Further	possessive apostrophe	possessive apostrophe with singular proper nouns		possessive apostrophe with plurals		revise both singular and plural possession	