

Spelling Shed

Spelling Scheme of Work



Stage 4



Welcome to The Spelling Shed Year 4 scheme of work.



Spelling Shed

What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
 - One 20 – 30 minute lesson plan.
 - Resources to aid the delivery of the lesson.
 - One spelling practice sheet.
 - One homework sheet.

Spelling lists – Stage 4

1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. The prefix 'sub-' which means under or below.
5. The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. The suffix '-ation' is added to verbs to form nouns.
8. The suffix '-ation' is added to verbs to form nouns.
9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. The 'ee' sound spelled with an 'i.'
17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
18. Challenge Words
19. The 'au' digraph
20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. The /s/ sound spelled c before 'i' and 'e'.
27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Prefixes – 'super-' 'anti' and 'auto.'
30. The prefix bi- meaning two.
31. Challenge Words
32. Plural possessive apostrophes.
33. Revision – spelling rules we have learned in Stage 4.
34. Revision – spelling rules we have learned in Stage 4.
35. Revision – spelling rules we have learned in Stage 4.
36. Revision – spelling rules we have learned in Stage 4.



Stage: 4	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 1	

Spellings	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
accept	Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
except		
knot	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We travelled to France by _____. The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.
not		
peace		
piece		
plain		
plane		
weather		
whether		



Stage: 4	The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	

Spellings
inactive
incorrect
invisible
insecure
inflexible
indefinite
inelegant
incurable
inability
inadequate

Introduction	<p>Explain to the children that today's words all begin with the prefix 'in'. Prefixes are added to words to change the meaning. In this case, the words become the opposite of their root word e.g. active becomes inactive, flexible becomes inflexible.</p> <p>Ask children what the opposite of correct is, if they aren't sure then remind them of the spelling rule.</p>
Main Teaching Activity	<p>Using the power point, get children to write down the opposite of the words on the slides by adding the prefix 'in'.</p> <p>After each example ask the children to share their responses, check they understand the meaning of the word and discuss any errors or misconceptions.</p>
Independent Activity	<p>Children choose five of the words from the spelling list and write a sentence for each one.</p> <p>Children then share their sentences with a partner to check if they are correct. In pairs, see if children can think of any more words starting with the prefix 'in'.</p>



Stage: 4	The prefixes il-, im- and -ir
List: 3	

Spellings
illegal
illegible
immature
immortal
impossible
impatient
imperfect
irregular
irrelevant
irresponsible

Introduction	<p>Today children will look at finding the opposite of words by adding the prefix 'il', 'ir' or 'im'.</p> <p>If the root word starts with 'l' then the prefix is 'il'</p> <p>If the root word starts with 'r' then the prefix is 'ir'</p> <p>If the root word starts with 'p' or a 'm' then the prefix is 'im'.</p> <p>Can children think of any words beginning with these prefixes?</p>
Main Teaching Activity	<p>Using the spelling rules above, get children to write down the correct prefix for each of the root words on the power point slide.</p> <p>Compare with a partner and then share with the class to discuss any misconceptions or mistakes.</p>
Independent Activity	<p>In small groups, give children the word cards. Children take it in turns to pick a card from the pile, read it out and the others in the group write it on their whiteboards. Child with the card acts as the teacher to check the spelling.</p> <p>Next child then takes a card and the activity continues round the group.</p>



Stage: 4	The prefix 'sub-' which means under or below.
List: 4	

Spellings	Introduction	Explain that children are looking at words with the prefix 'sub'. Sub changes the meaning of the word to mean under or below. Ask children if they can think of any words that begin with the prefix 'sub' – can they think why it might mean under or below?
submarine		
subject	Main Teaching Activity	Speed spelling - each child to have a mini whiteboard. Choose a word from the list and ask children to write in on their whiteboard and hold it up to check spelling. Remind children to segment the word in their head when writing to include sub+ root word. Discuss misconceptions.
subway		
submerge		
subtropical		
subdivide		
subheading	Independent Activity	Children to choose the correct word from the spelling list to complete the sentence on the power point. Check with a partner and then feed back as a class.
substandard		
subtitle		
submit		



Stage: 4	The prefix 'inter-' means between, amongst or during.
List: 5	

Spellings
interact
intercity
international
interfere
interview
intercept
intercom
internet
interchange
interface

Introduction	<p>The prefix 'inter' is added to words to make them mean between, amongst or during.</p> <p>Ask children to partner talk for one minute to think of any words beginning with the prefix 'inter'.</p>
Main Teaching Activity	<p>To help children understand how the words mean between, amongst or during, use the power point slide to get them to match up the definitions with the correct word.</p> <p>Check answers and discuss misconceptions. Children could work independently or in a pair.</p>
Independent Activity	<p>Get children to write the word 'international' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.</p> <p>You can use the example on the slide below if they need some support getting started.</p> <p>Feedback and if time, draw a scrabble web on the board as a class.</p>

Stage: 4

Challenge Words

List: 6



Spellings

calendar

appear

believe

grammar

increase

interest

opposite

straight

strength

women

Challenge Week

Choose an activity from the Challenge Activity Pack





Stage: 4	The suffix '-ation' is added to verbs to form nouns.
List: 7	

Spellings	Introduction Today children will learn that adding 'ation' to verbs turns them in to nouns. Ask children to partner talk for a minute to think of any words that end with 'ation'. Word ends in 'e' – remove e and + 'ation' Word ends in 'y' – remove y and + 'ic' + 'ation' (multiply to multiplication) Most other words you can just add 'ation' straight on the end.
information	
sensation	
preparation	
vibration	Main Teaching Activity Using the power point slide, and following the spelling rules, children write down how they think the word can be changed from a verb to a noun by adding the suffix 'ation'. Hold up white boards to show and discuss any errors or misconceptions.
decoration	
donation	
duration	Independent Activity Show children the slide with the boxes and ask them to apply the spelling rules to each word and decide which box the word should go in to. This can be done independently or as a pair and using whiteboards if required. Share results and discuss any misconceptions.
registration	
population	
determination	



Stage: 4	The suffix '-ation' is added to verbs to form nouns.
List: 8	

Spellings
adoration
admiration
coronation
detonation
observation
location
generation
exploration
combination
illustration

Introduction	<p>Today children will continue to consolidate understanding that adding 'ation' to verbs turns them in to nouns. Can children remember any 'ation' words from the last list?</p> <p>Word ends in 'e' – remove e and + 'ation' Word ends in 'y' – remove y and + 'ic' + 'ation' (multiply to multiplication) Most other words you can just add 'ation' straight on the end.</p>
Main Teaching Activity	<p>All of the words in today's lists follow the same rule, ask children if they can spot what it is and have a speed write on their whiteboards to write the root word. See how many they can correctly write in 3 minutes.</p> <p>Click the slide to check the answer.</p> <p>Discuss any errors or misconceptions.</p>
Independent Activity	<p>Ask children to write 5 sentences using words, appropriately, from the spelling list.</p> <p>To extend children you could ask them to also write a sentence for the verb form of the word. E.g. a sentence with 'location' and one with 'locate'.</p>



Stage: 4	Adding -ly to make adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
List: 9	

Spellings
sadly
completely
wildly
bravely
gently
foolishly
proudly
horribly
nervously
happily

Introduction	<p>Today children are learning about adverbs that end with 'ly' – words that explain 'how' something is done. The general spelling rules are:</p> <ul style="list-style-type: none">• If the root word end in 'y', change the 'y' to an 'i' and add 'ly'• If the root word ends in 'le', change 'le' to 'ly'• Most other endings you just add 'ly' <p>Ask children if they can think of any adverbs that end with the 'ly' sound.</p>
Main Teaching Activity	<p>Using the power point slide, get children to apply the spelling rules to the list of words, drawing a line from each word to the correct form of the ending.</p> <p>Children can copy the words on to a mini whiteboard or draw the lines on the IWB as a whole class.</p> <p>Discuss any errors or misconceptions.</p>
Independent Activity	<p>Leaving the teaching activity slide on the board, in small groups, get a child to choose a word and say what it is as an adverb. E.g. "wild is wildly".</p> <p>They then write the first letter on a mini whiteboard and pass the board to their left, the next child writes the next letter of the adverb and so on until the word is complete. The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 4	Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
List: 10	

Spellings
usually
finally
beautifully
thoughtfully
wonderfully
carefully
faithfully
peacefully
cruelly
generally

Introduction	<p>Following on from the last lesson on adding 'ly' children will learn that adding 'ly' to an adjective that ends in 'l' will turn it in to an 'adverb' – 'how' something is done.</p> <p>The rule is simple – if the root word ends in 'l' you add 'ly' straight on the end.</p>
Main Teaching Activity	<p>Speed round – children complete the power-point slide as quickly as possible, adding 'ly' to each of the root words to create their spelling words.</p> <p>Can be done on mini whiteboards individually or as a class with children coming up to the board.</p>
Independent Activity	<p>Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.</p>



Stage: 4	Word with the 'sh' sound spelled ch. These words are French in origin.
List: 11	

Spellings
chef
chalet
machine
brochure
parachute
chute
chaperone
chandelier
crochet
quiche

Introduction	Today children are looking at words that we have taken from the French language. These words all contain a 'sh' sound which is spelled 'ch'. Can the children think of any words where 'ch' sounds like 'sh'?
Main Teaching Activity	Children look at the power point slide with images on – can they identify any of the images and write down the words on their whiteboard, remind them that if they hear 'sh' in the word then it will be spelled 'ch' in these words! Click once to add the clues if required.
Independent Activity	Children to write three sentences which accurately contain two of the images on the power point slide. For example: “The talented chef came a small town in France where he lived in a wooden chalet.”

Stage: 4

Challenge Words

List: 12



Spelling Shed

Spellings

complete

continue

experiment

famous

favourite

February

naughty

material

knowledge

remember

Challenge Week

Choose an activity from the Challenge Activity Pack





Stage: 4	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
List: 13	

Spellings
expansion
extension
comprehension
tension
suspension
exclusion
provision
explosion
erosion
invasion

Introduction	<p>Today's spelling list looks at adding the suffix 'sion' to words that end in 'd', 'de' or 'se'.</p> <p>If the word ends in 'd', remove the 'd' and add 'sion'</p> <p>If the word ends in 'se', remove the 'se' and add 'sion'</p> <p>If the word ends in 'de', remove the 'de' and add 'sion'.</p> <p>Can children think of any words ending with this suffix?</p>
Main Teaching Activity	<p>Children to look at the root word and then add 'sion' by following the spelling rules above,</p> <p>Compare with a partner and then share with the class to discuss any misconceptions or mistakes.</p>
Independent Activity	<p>In small groups, give children the word cards. Children take it in turns to pick a card from the pile, read it out and the others in the group write it on their whiteboards. Child with the card acts as the teacher to check the spelling.</p> <p>Next child then takes a card and the activity continues round the group.</p>



Stage: 4	Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
List: 14	

Spellings
poisonous
dangerous
mountainous
marvellous
perilous
tremendous
enormous
jealous
precious
disastrous

Introduction	<p>Adding the suffix ‘ous’ turns a noun into an adjective. These rules generally apply:</p> <ul style="list-style-type: none">• Words ending with ‘e’, drop ‘e’ and add ‘ous’ (adventure/adventurous)• Words ending in ‘y’, replace the ‘y’ with ‘i’ plus ‘ous’ (fury/furious)• Words that ends with ‘our’, change to ‘or’, then add ‘ous’ (humour/humorous) <p>Demonstrate with danger, envy and humorous.</p>
Main Teaching Activity	<p>See if the children can work out what words ending in ‘ous’ actually mean. (Tip: it means ‘full of’ – ‘poisonous’ means full of poison).</p> <p>Give children a set of cards in pairs or small groups and ask them to match the noun with the adjective. Does this help them to guess what the adjective means?</p> <p>Feedback matching cards and ideas for what it means.</p>
Independent Activity	<p>Provide the second card set to pairs, or small groups, and get children to turn them in to adjectives following the spelling rules.</p> <p>You can extend some children if necessary by asking them to write a number of sentences using the newly formed adjectives.</p>



Stage: 4

The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.

List: 15

Spellings

courageous

outrageous

nervous

famous

adventurous

disadvantageous

ridiculous

carnivorous

rapturous

torturous

Introduction

Today children are looking again at the 'ous' suffix. The added rule here is that if the 'g' (sounded as a /j/) is to be kept then the 'e' remains on the end.

Main Teaching Activity

Ask children which of these words has a 'g' (/j/) sound.

famous

courageous

nervous

Point out that the usual rule when adding 'ous' is to remove the 'e' from the end of the root word and add 'ous', however when the word has a 'g' /j/ sound then the 'e' remain on the end.

Independent Activity

Have children write 'disadvantageous' on their mini white board and then see who can add the most spelling list words to their scrabble web in 7 minutes. Use power point slide to support students that may need a starting boost.



Stage: 4	The 'ee' sound spelt with an 'i.'
List: 16	

Spellings
merriment
happiness
plentiful
penniless
happily
prettiest
nastiness
beautiful
pitiful
silliness

Introduction	<p>Children are looking today at words which have an /ee/ sound which is spelled with an 'i'.</p> <p>Ask children if they can think of any words with an /ee/ sound. If they suggest words like 'happy' then show how it can be changed to 'happiness' to demonstrate the /ee/ sound spelled with an 'i'</p>
Main Teaching Activity	<p>Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the /ee/ sound in each word.</p> <p>Feedback and discuss how the /ee/ sound is actually spelled with an 'i' in these words.</p>
Independent Activity	<p>Get children to copy down the sentences on the power point and input the correct word from the spelling list in to each gap.</p> <p>Share answers.</p> <p>Children could be extended by writing sentences for words not used so far.</p>



Stage: 4	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
List: 17	

Spellings
serious
obvious
curious
hideous
spontaneous
courteous
furious
various
victorious
gaseous

Introduction	If there is an /ee/ sound before the 'ous' then the sound is usually spelled with an 'i' but sometimes it is spelled with an 'e' and children just need to learn these tricky words.
Main Teaching Activity	Speed write – children draw a line down the middle of their white boards and write 'i' on one side and 'e' on the other. Show children the spelling list and give them 3 minutes to correctly add as many of them to the 'e' or 'i' side of their whiteboard. Discuss the outcomes and address misconceptions.
Independent Activity	Children to work in pairs to practise writing the words, one child picks a word and their partner writes it on the whiteboard. The first child checks the word and then they switch roles.

Stage: 4

Challenge Words

List: 18



Spelling Shed

Spellings

breath

business

caught

different

exercise

extreme

medicine

possession

although

thought

Challenge Week

Choose an activity from the Challenge Activity Pack.



Stage: 4	The 'au' digraph.
List: 19	

Spellings
naughty
caught
fraught
automatic
astronaut
cause
author
applaud
taught
audience

Introduction	Children are looking at the 'au' digraph and 10 words with the /aw/ sound.
Main Teaching Activity	<p>Explain to children that the digraph 'au' is pronounced like /aw/ and so they need to learn whether the spelling is 'au' or 'aw'. Ask them to look at the pictures on the board and see if they can work out what the 'au' word is. They can draw/write them on their mini whiteboards!</p> <p>Click to reveal the answers, highlight the 'au' sound in each word and discuss any misconceptions.</p>
Independent Activity	<p>Using mini whiteboard, see if the children can write one or two sentences using as many of the spelling list or image words as possible. For example: The <u>naughty</u> <u>astronaut</u> got <u>caught</u> trying to set of the <u>automatic</u> rocket <u>launch</u>.</p> <p>Share the sentences and discuss!</p>



Stage: 4	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'
List: 20	

Spellings
invention
injection
action
hesitation
completion
stagnation
nomination
migration
conservation
selection

Introduction	<p>Looking at the suffix 'ion' explain that when the root word ends with t then the sound is pronounced 'shun' – 'tion'.</p> <p>When the word ends with 'te' then the 'e' is dropped before 'ion is added and the sound also becomes 'shun' – 'tion'.</p>
Main Teaching Activity	<p>Using the power point slide ask the children to add the 'ion' suffix to each root word, using the spelling rules above. Then get children to check their answers with a partner and practise reading the words and saying the 'shun' sound.</p> <p>Share answers and discuss any misconceptions or mistakes.</p>
Independent Activity	<p>Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:</p> <p>invention – invent – vent stagnation – sing – tags migration – gram - tram</p>



Stage: 4	The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
List: 21	

Spellings
expression
discussion
confession
permission
admission
impression
obsession
procession
omission
concussion

Introduction	<p>The suffix 'ion' is written as 'ssion' and pronounced with the 'shun' sound when root words end in 'ss' or 'mit'. The rules are:</p> <ul style="list-style-type: none">• When the root word ends in 'ss' then add 'ion' straight on the end.• When the root word ends in 'mit', drop the 't' and add 'ssion'.
Main Teaching Activity	<p>The trickier spelling rule is for words ending in 'mit' so use the power point slide to show children the method of dropping the 't' and adding 'ssion'. Have them complete the next three independently and then check with a partner.</p> <p>Get children to come up to the board to show you what each ? represents.</p>
Independent Activity	<p>Get children to pick 5 of their spelling list words and look up a definition for each one. Write the word and its definition on a post it note and, if possible, stick all of the post it notes on a door, window or wall. See if children can use any of their spelling words in their work (or conversations) during the rest of day!</p>



Stage: 4	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
List: 22	

Spellings	Introduction	Continuing with the 'shun' sound suffix, explain that sometimes it can be spelled 'cian' when the root word ends in a 'c' or a 'cs'. Can children think of any words that end with 'cian'?
musician	Main Teaching Activity	Give children the word cards and ask them, in pairs or threes, to sort the cards in to piles, depending on their endings. There should be a pile for 'cian', a pile for 'tion' and a pile for 'ssion'. Discuss the words ending in 'cian' – what do children notice about them? They are all occupations (jobs).
magician		
electrician	Independent Activity	Children to use the power point slide to match jobs to their definitions, they then need to write their own definition for the remaining five occupations. A dictionary could be used for support if needed.
politician		
mathematician		
technician		
optician		
beautician		
physician		
dietician		



Stage: 4	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
List: 23	

Spellings
reluctantly
quickly
generously
unexpectedly
gently
curiously
furiously
seriously
victoriously
courteously

Introduction	<p>Adding ly to a creates an adverb that describes HOW the verb in the sentence is being done. For example</p> <p>The fox jumped quickly – the adverb quickly describes how the fox jumped.</p> <p>If the root word ends in 'e' remove the 'e' and add 'ly' (gentle/gently) If the root word ends in 'y', change the 'y' for 'i' and add 'ly'. (sleepy/sleepily)</p>
Main Teaching Activity	<p>Show children the slide and get them to add 'ly' to change each adjective in to the adverb and therefore create their spelling list. One word follows a different rule (gentle/gently) can they spot it? Click twice for transitions on the slide.</p> <p>Discuss misconceptions and the spelling rules to check children understand them before moving on.</p>
Independent Activity	<p>Children choose a word for each sentence, adding the suffix '-ly' to each to create an adverb. They can either write their word on the sheet or write out full sentences including their spelling words.</p> <p>Can they write sentences for the missing words?</p>

Stage: 4

Challenge Words

List: 24



Spelling Shed

Spellings

group

height

particular

potatoes

separate

surprise

through

various

though

woman

Challenge Week

Choose an activity from the Challenge Activity Pack





Stage: 4	Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 25	

Spellings	Introduction	Can the children remember what the word homophone means? Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Remind them how near homophones have slightly different pronunciations.
scene		
seen	Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
whose		
who's		
affect		
effect		
here	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We travelled to France by _____. The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.
hear		
heel		
heal		



Stage: 4	The /s/ sound spelt c before 'i' and 'e'.
List: 26	

Spellings	Introduction	Main Teaching Activity	Independent Activity
circle	Today we will look at the /s/ sound when it is spelled with a 'c'. This occurs generally when the 'c' comes before an 'i' or an 'e'.	Show children the slide and ask them to, using mini whiteboard, sort the spelling list words in to words with 'i' before 'c' and words with 'e' before 'c'. Discuss misconceptions and check understanding.	Using the power point ask children to work independently to identify the images and then spell what they are. Remind children that the 's' sound in the words will be spelled using a 'c'. Check answers and discuss errors or misconceptions.
century			
centaur			
circus			
princess			
voice			
medicine			
celebrate			
celery			
pencil			



Stage: 4	Some words have similar spellings, root words and meanings. We call these word families. This list contains 'sol word family' and 'real word family' words.
List: 27	

Spellings
solar
solution
soluble
insoluble
dissolve
real
reality
realistic
unreal
realisation

Introduction	There are words in English that have similar spellings, root words and meanings and these are called word families. Today we will look at words with 'sol' and words with 'real' in them.
Main Teaching Activity	Speed sort! Ask children to very quickly divide their spelling list in to 'sol' words and 'real' words by writing them under two headings on their white boards. Give them two minutes and make sure they check their spellings are correct!
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 4	Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family' words are in this spelling list.
List: 28	

Spellings	Introduction	There are words in English that have similar spellings, root words and meanings and these are called word families. Today we will look at words with 'phone' and words with 'sign' in them.
phone		
telephone	Main Teaching Activity	Using the power point slide, discuss the linking sound in today's list and then ask children to come up to the board and underline the sound in each word. Discuss how, despite being spelled the same in each word, they can still be pronounced differently e.g. sign and signature.
phonics		
microphone		
phonograph		
sign	Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.
signature		
assign		
designer		
signaller		



Stage: 4	The prefixes 'super-' 'anti-' and 'auto-'
List: 29	

Spellings
supermarket
superman
superstar
superhuman
antiseptic
anticlockwise
antisocial
autobiography
autograph
automatic

Introduction	Today children will look at using the prefixes 'super', 'anti' and 'auto'
Main Teaching Activity	Using the power point slide, show children a root word. Ask them to write the prefix they think goes with it on their whiteboard and get them to hold their whiteboards up. Ask a child to try and use the word in a sentence.
Independent Activity	Give children the list of root words and the three prefix cards, in pairs get them to match the root word with the prefix and then write them on their white boards. There are additional words to just the spelling list words so a dictionary may be needed to check answers. Some words are not clear root words but will become a word once the prefix is added e.g. stitious/superstitious.



Stage: 4

The prefix bi- meaning two.

List: 30

Spellings

bicycle

biplane

biped

bicentennial

biannual

bilingual

bicuspid

biceps

binoculars

bisect

Introduction

Explain that the prefix 'bi' means two. Can children think of any words that begin with 'bi'? Discuss any suggestions and see if you can work out how the word two is relevant – e.g. bicycle means two wheels, bilingual means two languages.

Main Teaching Activity

Using the power point slide, get children to add the prefix 'bi' to each of the words to create a new word on their whiteboards.

To extend children you could ask them to use three of the words in a sentence.

Feedback words and sentences to check for accuracy and understanding.

Independent Activity

Children to complete the definition for five of their spelling list words, using a dictionary. Children could work independently or in pairs.

Children could be extended by looking up other 'bi' words in the dictionary, writing two definitions for it (one correct and one made up), they could then test the class to see which one they think is correct (like Balderdash).

Stage: 4

Challenge Words

List: 31



Spellings

accident

actually

busy

eighth

forward

forwards

guide

possess

occasion

Wednesday

Challenge Week

Choose an activity from the Challenge Activity Pack





Stage: 4	Possessive apostrophes with plural words.
List: 32	

Spellings
girls'
boys'
babies'
children's
men's
mice's
ladies'
cats'
women's
geese's

Introduction	We will be learning to use an apostrophe to show possession for plural nouns.
Main Teaching Activity	Explain how to take a plural noun and turn into the possessive form step by step. Ask children to follow each step on whiteboards. Repeat with more of their words until they can follow the process accurately.
Independent Activity	Pupils are to write six sentences using their spelling words or other words if they are confident. Check for the rules and meaning.

Stage: 4

Revision – spelling rules we have learned in Stage 4.

List: 33



Spelling Shed

Spellings

expression

musician

reluctantly

group

scene

circle

solar

supermarket

bicycle

except

Revision

Choose an activity from the Challenge Activity Pack



Stage: 4

Revision – spelling rules we have learned in Stage 4.

List: 34



Spelling Shed

Spellings

incorrect

illegible

subject

international

believe

preparation

coronation

wildly

bravely

thoughtfully

Revision

Choose an activity from the Challenge Activity Pack



Stage: 4

Revision

List: 35



Spelling Shed

Spellings

brochure

famous

tension

penniless

hideous

different

astronaut

completion

admission

mathematician

Revision

Choose an activity from the Challenge Activity Pack

Stage: 4

Revision – spelling rules we have learned in Stage 4.

List: 36



Spelling Shed

Spellings

gently

separate

affect

unexpectedly

potatoes

circus

insoluble

microphone

superhuman

bicentennial

Revision

Choose an activity from the Challenge Activity Pack

