

ESSENTIALspelling

Year 4



Using ESSENTIALspelling

Welcome to ESSENTIALspelling, a teaching resource from Herts for Learning.

This resource can be used as a scheme for spelling on its own, or in conjunction with the school's existing scheme to give supplementary teaching guidance. The complete resource features a suite of teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression. There are around 30 sequences in each year group and each sequence represents a series of lessons, rather than one lesson. The length of time needed to deliver a sequence will depend on the needs of your class and the amount of time given to the teaching of spelling each week. Roughly speaking, each sequence is designed to be a week's work if you have the equivalent of four x 15-20 minute sessions of spelling teaching per week.

What is different about ESSENTIALspelling?

This spelling resource is different to other spelling schemes. It focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. Throughout the document, the extended titles: "**Revisit, Explain, Use; Teach, Model, Define; Practise, Explore, Investigate; Apply, Assess, Reflect**" have been used to indicate the full purpose of each section.

Unlike other resources, **ESSENTIALspelling** places an emphasis on the **Review** stage of the teaching sequence. This is not 'what did we learn last week?' but instead: "What do we already know that might help us to spell words in this sequence?" The **Review** session is essential because it gives teachers an opportunity for assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.

Similarly, the **Teach** part of the sequence has a huge focus in this resource. **ESSENTIALspelling** provides essential knowledge that will support teachers to explain and unpick the learning behind the lesson.

Wherever possible, all children should take part in these parts of the sequence regardless of prior spelling attainment. The review section always tracks back to prior learning and the teach section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

However, this resource does then offer a teacher the chance to tailor learning more specifically to the current needs and spelling attainment of the children. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Below these sections are two further sections: **Minor Gaps** and **Major Gaps**. During the review section, you may feel that some children have small gaps in their knowledge and would benefit from shoring up the prior learning. Furthermore, you may have noticed that this is an area of weakness in their independent writing. If this is the case, you may prefer children to work on the activities described in the **Minor Gaps** section. There may also be one or two children who have little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel, or how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties.

In these cases, you might like to focus on the **Major Gaps** section during the **Practise** and **Apply** parts of the lesson. In rare cases, you may feel that it is more appropriate for certain children to tackle this work during the **Teach** section.

The **Practise** sections are generally straightforward and resource light so that teachers do not have to spend time copying and cutting, or explaining rules of games. However, several example resources are included and these could be adapted to work with other sequences. Homework is not mentioned but could be given to fit the sequence.

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short dictations. Occasionally, an **Apply** section will contain an extended writing activity to challenge the children to choose and use words independently and in context. Spelling tests are not mentioned, but dictations will show whether learning has been assimilated. If single word tests are given, spaced recall is more helpful than testing children on lists of words from that week. In other words, throwing in words from previous weeks will help children bring words from short term into long term memory. A low stakes, manageable way of creating spaced recall opportunities is 'spelling tennis'. This is where children work in pairs to select 10 words from their partner's personal list of spellings and words from previous weeks. They then take it in turns to 'test' each other on these words and can mark these between themselves. This makes spelling tests more relevant to individuals. After any kind of dictation or test, it is imperative that children talk through successes and mistakes with a partner: "I remembered to double the consonant here, but I forgot to include an 'e' there."

It is important that children are able to articulate their learning throughout the sequence and that teachers address any difficulties or misconceptions along the way. This resource is designed so that children can build on prior learning, make connections with existing knowledge and learn strategies that will help them develop their spelling competence. It is through explaining what they have learnt about the patterns and processes of spelling that they will improve their ability to spell accurately.

CONTENTS

Spelling suggested
progression Year 4

Order	Spelling Sequence	Page
1	Review r controlled vowel sounds from KS1: ir (/ɜ:/)	6-9
2	Review r controlled vowel sounds from KS1: air (/ɛ)	10-12
3	Review Year 2 common exception words and other high frequency words	13-16
4	Review vowel suffixes -ed, -ing: chop, change and double	17-20
5	Review vowel suffixes -y, -er, est to create adjectives: chop, change and double	21-24
6	Review consonant suffixes -ment, -ness, -ful, -less	25-27
7	Review the suffixes -ly and -ally	28-29
8	Review -tion and -ation endings	30-31
9	Explore -sion and -ssion endings	32-34
10	Explore -cian endings	35-36
11	Focus on vowel digraphs: words from the Y3/4 statutory word list	37-41
12	Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-	42-44
13	Explore more prefixes: sub-, inter-, super-, re-, auto-	45-47
14	Focus on multi-syllabic words including prefixes and suffixes: words from the Y3/4 statutory word list	48-51
15	Review the /ɔ:/ sound spelt or, ore, aw and other variations	52-56
16	Review the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w	57-58

Order	Spelling Sequence	Page
17	Review words with the /ei/ sound spelt ei, eigh, ey	59-62
18	Focus on vowels: words from the Y3/4 statutory word list	63-66
19	Review homophones	67-71
20	Explore apostrophes for possession	72-73
21	Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)	74-76
22	Explore the suffixes ous and ious/eous	77-80
23	Explore suffixes beginning with vowel letters to words of more than one syllable	81-83
24	Review the soft g sound /dʒ/ spelt g, ge or dge	84-85
25	Explore words ending with the /g/ sound spelt -gue	86-88
26	Explore words ending with the /k/ sound spelt -que	89-90
27	Explore words with the /ʃ/ sound spelt ch-	91-92
28	Explore words with the /k/ sound spelt ch	93-94
29	Explore words with the /s/ sound spelt sc	95-96
30	Explore etymology of words	97-98
31	Focus on unstressed vowels: words from the Y3/4 statutory word list	99-102
32	Focus on silent letters: words from the Y3/4 statutory word list	103-106

International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in this document. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	bad	/ɑː/	father, arm
/d/	dog	/ɒ/	hot
/ð/	this	/æ/	cat
/dʒ/	gem, jug	/aɪ/	mind, fine, pie, high
/f/	if, puff, photo	/aʊ/	out, cow
/g/	gum	/ɛ/	hen, head
/h/	how	/eɪ/	say, came, bait
/j/	yes	/ɛə/	air
/k/	cat, check, key, school	/əʊ/	cold, boat, cone, blow
/l/	leg, hill	/ɪ/	hit
/m/	man	/ɪə/	beer
/n/	man	/iː/	she, bead, see, scheme, chief
/ŋ/	sing	/ɔː/	launch, raw, born
/θ/	both	/ɔɪ/	coin, boy
/p/	pet	/ʊ/	book
/r/	red	/ʊə/	tour
/s/	sit, miss, cell	/uː/	room, you, blue, brute
/ʃ/	she, chef	/ʌ/	cup
/t/	tea	/ɜː/	fern, turn, girl
/tʃ/	check	/ə/	farmer
/v/	vet		
/w/	wet, when		
/z/	zip, hens, buzz		
/ʒ/	pleasure		

This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

LO: To revise different spellings of the stressed sound /ɜ:/, pronounced “er”, spelt *ur / ir / er / ear / or*

Sequence 1
Y4 Words with the phoneme “er”

Revisit, Explain, Use

Can you identify which of these words contain the “er” sound?

church, window, girl, term, Thursday, door, earth, heard, first, lawn, thirsty, adverb, worn, wear, working, word

What are the different ways to represent the /ɜ:/ “er” sound? Invite the children to record these on whiteboards and write down any words that use these graphemes. Confirm that we have met the graphemes **ur / ir / er / ear / or** in the past (used in words such as *turn, girl, term, earn, world*, for example).

Point out to children that this unit is exploring the stressed sound 'er', which is typically found at the beginning or in the middle of a syllable. However, the spelling **er** often appears as an unstressed sound at the end of words such as *teacher, letter* or *younger*.

Teach, Model, Define

Model how the use of mnemonics can be used to aid spelling of these words. *I was thirsty for a drink. The car did a u-turn. I burst the bubble. I heard with my ear. The worm went to work.*

In predicting best bet, rhyme is not such a useful strategy in this case, as there are no fixed patterns, e.g. *burst* and *first*.

However, creating analogies is useful, to reduce load on memory, e.g. *surf 'n' turf/ shirt and skirt/ third, thirty and thirteen*. Some children may find it useful to write a word out in a couple of different ways and spot the one that looks right, e.g. *werk/work/wirk*.

Show the children the best bet grid and invite them to spot any useful pointers in terms of frequency or position of letters. For example, *or* is rare and the few words that use this grapheme all come after the letter *w*. If the phoneme is followed by an 's' phoneme, 'ur' is the best bet.

Support children to identify the words from the Y3/4 statutory list that employ a version of this phoneme: **certain, circle, consider, different, early, earth, exercise, interest, learn, perhaps, purpose, surprise**. Can they sort these words, placing them in columns with the headings **ur / ir / er / ear / or** and adding the words previously identified?

Practise, Explore, Investigate

Give out the phoneme spotter with target words embedded. Ask children to chart the examples in the grid. Which are more common spellings (*ir, ur, er*) and which are rarer (*ear* and *or*)?

Explain that we will focus on the more common spelling alternatives.

Fill in missing letters from target words, e.g. *ch__ch, th__ty, p__son, g__l, Th__sday, th__mometer.*

Challenge: invite children to list words that end in the unstressed 'er' sound spelt er like pepper.

Minor gaps

Consolidate the highest-frequency words using any of the GPCs covered. Invite the children to construct the words using a phoneme frame and check correct version of the target GPC against the best bet mat. Children can write the words down, with the 'er' phoneme in a different colour.

Major gaps

Secure spelling of eight or so highest-frequency words using *ir* or *ur*. Support the child to place plastic letters on a phoneme frame. They should independently build most of the word and could be supported to make the correct choice of 'er' phoneme. Invite them to check the word against the best bet grid.

sh	ir	t	h	ur	t
----	----	---	---	----	---

Apply, Assess, Reflect

Give children dictations using words studied, as well as others that use the same phoneme. Give an example of a newspaper headline that uses several of the target words, e.g. *Thirty birds perch on Birmingham Church.*

Ask children to create own "silly headlines" that use the target phoneme.

ur		ir		er		ear	or
fur	burger	circus	first	her	fern	earn	work
church		bird	thirsty		stern	learn*	word
lurch	burp	third		herb	govern		worm
curd	purple	shirk	sir	kerb		search	
surf	purpose*		stir	verb	perfect		worse
turf	surprise	girl			perhaps*	heard	worst
	curse	swirl	dirt	perch			
curl	nurse	twirl	shirt	jerk	verse	pearl	
hurl	purse	whirl	skirt	perk	personal	early*	
	Thursday		squirt		persuade		
urn	burst		thirteen	germ	certain*	rehearse	
burn	hurt	firmly	birth	perm			
churn	spurt		thirty	term	nerve	earth*	
turn	further	chirp		thermometer	serve		
turnip	survive				swerve		

*words from Y3/4 statutory word list

Phoneme spotter for "er" sound:

Underline words containing all the spellings of this phoneme and plot them in the grid below.

On Thursday, a group of thirty pupils persuaded their teacher to extend their learning to the outdoors. The class left their workbooks behind to pursue environmental studies. First, they walked as far as the river with the purpose of collecting samples of earth and worms from the riverbank behind the school. Then they carried further along the road to the traffic lights by Turner Street. Here, they stood on the kerbside and recorded the number of vehicles turning into the town centre. They were certain that this area has the highest level of dirt and burning fuel in the district. The third area they studied was in the local churchyard. Here they surveyed ferns and moss growing around the gravestones. They also counted the number of birds spotted and added this to their data from the earlier locations. The children wondered if they might perhaps find a link between pollution and the numbers of plants and animals in an area.

ur	ir	er	ear	or

Add any other words you can think of into the columns.

LO: Explore words with endings sounding like or /
ʒə/ which is always spelt *-sure*.
(Linked learning: Words with endings sounding
like /tʃə/, spelt *-ture*)

Sequence 21
Y4 Words ending in
-sure or -ture

Revisit, Explain, Use

Review of the long vowel sound /ʊə/, pronounced *yur* and spelt *ure*, in words such as *pure*, *cure*, *secure*, *manure*, **sure***. Can children read words with the *-ure* grapheme? See whether the children can spell any of them when they are covered. **NB: sure is a CEW in Y2, as it is pronounced "shor" in many regional accents.**

Review Y2 learning of the /ʒ/ sound, spelt *s*, as in *television*, *treasure*, *usual*.

Teach, Model, Define

Split into two or more sessions

Teach:

Invite children to read these words: *pleasure*, *treasure*, *measure*, *leisure*, *assure*, *insure*, *ensure*, *sure*, *pressure*.

Point out that they are all spelt the same but that some have a "sh" sound instead of the "je" (/ʒ/) sound found in the others. Can children hear the difference?
Discuss the meaning of each word. Can the children give a synonym for each?

Show the children how to break these words into two syllables and use the phonics to spell the first part, then add *-sure* to the end. Write each syllable in a different colour. Could children group any of the words to help create links in their minds? *measure*, *pleasure*, *treasure* / *assure*, *insure*, *ensure*. Underline any tricky bits such as *ei* in *leisure*.

Model splitting these words into three syllables:

enclosure, *exposure*, *reassure* (e.g. *ex+po+sure*, which means *being put outside*)

Can the children use their knowledge of prefixes to work out the meanings of the other two words?

BUFFER ZONE

Do not move on unless children are secure with this learning

Invite children to read these words: *picture*, *literature*, *mixture*, *creature*, *nature*, *adventure*, *lecture*, *furniture*, *capture*, *feature*, *fracture*, *future*, *culture*, *texture*, *moisture*, *sculpture*, *torture*, *puncture*, *pasture*.

Check children know the meaning of each word.

Non-statutory guidance from the national curriculum:

The ending sounding like /ʒə/ is always spelt *-sure*.

The ending sounding like /tʃə/ is often spelt *-ture*, but check that the word is not a root word ending in (t)ch with an *er* ending, e.g. *teacher*, *catcher*, *richer*, *stretcher*.

Practise, Explore, Investigate

- Sort words from the cards below and place into the correct column on the grid. Check understanding of word meanings.
- Children work in pairs, to read words from the cards to partner, who tries to spell the word on the card, choosing the correct ending: *-sure* or *-ture*. Simplify this by sticking to one version of the ending.

Minor gaps

Review the /z/ sound, spelt s, as in *television, treasure, usual*.

There are some target words below in grey boxes. These are higher-frequency words and could be studied by children who would benefit from a focus on fewer words. This learning could be further grouped into six *-sure* words and six *-ture* words. Support the children to chunk the words into syllables, look for any links between them, e.g. *measure* and *treasure*, underline or colour-code the tricky bits, and practise writing and checking them.

Major gaps

- Check the child can spell words with the /ə/ sound, spelt er (unstressed “schwa” sound) such as *farmer, better, under, teacher*.
- Review of the long vowel sound /ɜə/, pronounced “yur” and spelt *ure*, in words such as *pure, cure, secure, manure, sure**.
- Review /tʃ/ sound, spelt *-tch* (catch) and Ph 3 learning /tʃ/ sound, spelt *ch-/-ch* (*chop/rich*).

Apply, Assess, Reflect

- Revisit learning and discuss any misconceptions.
- Dictation of sentences with target words e.g.
Amir went on an adventure in the woods but fell and fractured his arm.
The treasure was a mixture of pure gold and rubies.

Print out the table and words below, and chop them up. Children sort the words into two columns. What do they notice about the frequency of the different endings? Choose target words from the grey boxed words.

<u>-sure</u>	<u>-ture</u>
pressure	picture
treasure	mixture
pleasure	puncture
leisure	nature
measure	creature
enclosure	texture
insure	moisture
exposure	sculpture
assure	torture
reassure	literature
	adventure
	furniture
	capture
	future
	feature
	fracture

HFL Education (formerly Herts for Learning) is a not-for-profit organisation providing all the services, training and resources needed to deliver a great education to every child, to help them flourish and reach their full potential. With hundreds of advisers and subject experts in house, HFL Education is a trusted partner to education and learning professionals across the country, providing a unique and comprehensive offer to every school and setting – all in one place.

For further information:
hfleducation.org
E: info@hfleducation.org
T: 01438 544464