

Year 4 – Autumn Term

1. Throughout Year 4 children should learn to accurately spell and understand most of the words in the Years 3 and 4 word list.

During Autumn Term children will learn and apply selected words from the following list:

accident(ally)	favourite	popular
actual(ly)	February	position
address	forward(s)	possess(ion)
answer	fruit	possible
appear	grammar	potatoes
arrive	group	pressure
believe	guard	probably
bicycle	guide	promise
breath	heard	purpose
breathe	heart	quarter
build	height	question
busy/business	history	recent
calendar	imagine	regular
caught	increase	reign
centre	important	remember
century	interest	sentence
certain	island	separate
circle	knowledge	special
complete	learn	straight
consider	length	strange
continue	library	strength
decide	material	suppose
describe	medicine	surprise
different	mention	therefore
difficult	minute	though/although
disappear	natural	thought
early	naughty	through
earth	notice	various
eight/eighth	occasion(ally)	weight
enough	often	woman/women
exercise	opposite	
experience	ordinary	
experiment	particular	
extreme	peculiar	
famous	perhaps	

2. To revise adding the suffix '-ly' to root words from Year 3.

A suffix is added to the end of the word. Adding '-ly' to adjectives forms adverbs, e.g. sad - sadly.

completely	Usually	finally
happily	Simply	basically
angrily	Gently	frantically

3. Adding suffixes beginning with vowel letters to words of more than one syllable.

If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.

forget	forgetting	Forgotten
begin	beginning	Beginner
prefer	preferred	

The consonant letter is not doubled if the syllable is unstressed.

garden	gardening	Gardener
limit	limited	limiting

4. Adding apostrophes to plural words to show possession (-s is not added if the plural already ends in -s, but *is* added if the plural does not end in -s (i.e. is an irregular plural – e.g. *children’s*).

girls’	boys’	babies’
children’s	men’s	mice’s

(**Note:** singular proper nouns ending in an s use the’s suffix e.g. Cyprus’s population)

5. To distinguish between the spelling and meaning of homophones.

*A homophone is a word that sounds the same but has two different spellings and meaning, e.g. The **fare** was great fun. The **fair** was very expensive.*

heel	heal	he’ll
accept	except	
affect	effect	
ball	bawl	
brake	break	
grate	great	
mail	male	
main	mane	
medal	meddle	
plain	plane	
rain	reign	rein

6. Words with endings '-sure' and '-ture'.

'-sure'	'-ture'
Mea sure	crea ture
Trea sure	furni ture
Plea sure	pict ure
Enclos ure	advent ure

7. Revise spelling words of Greek origin with the 'k' sound spelt 'ch' from Year 3.

sch eme	Ch emist
ch orus	Ech o
ch aracter	

8. Revise spelling words of French origin with the 'j' sound (pronounced as /sh/) spelt as 'ch' from Year 3.

ch ef	ch alet
mach ine	broch ure

9. Children will be taught to write from memory simple sentences dictated by the teacher that include words/ phrases that apply taught spelling rules, conventions or patterns.