

Spelling: Long term overview

YEAR 4

Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Statement from the tracker	I can spell homophones and near homophones.	I can spell words ending in ure. I can spell words with the /k/ sound spelt ch, the /s/ sound spelt sc and the /sh/ sound spelt ch.	I can spell words with the /ei/ sound spelt ei, eigh or ey.	I can spell words with the prefixes re-, sub-, inter-, super-, anti- and auto-	I can spell words with the suffixes -ous, -tion, -sion, -ssion, -cian and -ation.	I can spell words ending in -que and -gue.
Linked NC objectives	Homophones and near-homophones	Words with endings sounding like /ʒə/ or /tʃə/ Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words with the /s/ sound spelt sc (Latin in origin)	Words with the /eɪ/ sound spelt ei, eigh, or ey	More prefixes	The suffix -ous The suffix -ation Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Endings which sound like /ʒən/	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)

Words from the NC list	accident calendar length purpose regular separate strength though probably women	accidentally breathe business century decide early experience experiment famous promise	forward surprise grammar ordinary position reign suppose popular imagine guard	thought straight pressure island interest potatoes possess occasion medicine knowledge	natural particular peculiar library occasionally possession eighth February favourite through	thought though remember believe special minute heard sentence question length
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