Spelling Curriculum
Year 4

Explicitly model spelling strategies and monitor student understanding in this area.

• Can place words in alphabetical order
  (to 4th letter of the word)

• Use guide words in the dictionary
  Use dictionary to check spelling (Teacher to model techniques of trying different spellings of the vowel sound where required)
  e.g. moap mowp mope
        fite fight

• Student to use frequently mis-spelt words for own spelling practice list

• Practice using appropriate meaning
  e.g. use a dictionary for homophones

• Begin to use a thesaurus

• Proof read for spelling errors effectively
  e.g. Check work by going backwards along the sentence to eliminate just reading own errors

• See Spelling Rules Years 3-6

• Use “Have a go” sheet

• Use the strategy ‘Look, Say, Cover, Write, Check

• Use more complex final syllables in list words
  “tion”, “cian” (meaning “one who”) magician optician

• Homophones (list see Appendix)
• Student knows and uses many patterns and rules that are characteristic of the English spelling system

  • Uses letters to represent all vowel and consonant sounds in every syllable of a word (Identifies syllable correctly)

  • Uses prefixes and suffixes in words

  • Reproduces a large bank of spelling words that can be automatically recalled during writing tasks

  • Uses a range of spelling strategies when attempting to spell difficult words
e.g. Syllables and sounds for regular words
Uses spelling rules for regular words - Considers critical features of words e.g. base word and suffix, meaning of word
Mnemonics for irregular words
Say it as it is spelt for irregular words

• Discuss the social importance of spelling

• See Appendix for list of words to be taught to cover spelling rules