



St Gilbert's R.C. Primary School

Spelling Bank

YEAR GROUP: FOUR		TERM:
Objective:	About the objective:	
AUT To spell homophones.	Homophones are words that sound the same as other words but have different meanings and spellings.	
Rule:	The words on face value look simple but this is an analytical spelling task requiring children not just to know the spellings but select the appropriate times to use them.	
	In order to support them with these spellings when practising, you need to practice them in sentences and discuss the correct meanings in order to be successful.	
	This has been an objective in Year 4 for many years and by tackling it first can set a good spelling precedent for the rest of the year.	
	Word Bank:	
	Right Write Heard Herd Might Mite Great Grate Through Threw Morning Mourning Piece Peace Here hear There/their/they're Where/wear/we're/were	bored board stare stair aloud allowed steal steel mail male caught court check cheque whether weather guessed guest beach beech week weak worn warn grown groan chute shoot find fined to two too



St Gilbert's R.C. Primary School

Spelling Bank

<p>Objective:</p> <p>AUT To spell words with the s sound spelt sc.</p> <p>Rule:</p>	<p>About the objective:</p> <p>This spelling rule emphasises the use of the soft c when combined with an s. Children often omit the c in these spellings as it is a silent sound.</p> <p>Generally the 'sc' is at the start of a letter. Where it appears in the middle of a letter it is usually preceded by a vowel.</p> <p>This rule doesn't appear often and therefore long-term knowledge of these spellings is necessary.</p> <p>This objective has been brought down from Upper KS2 and can be tricky for the children.</p>	<p>Word Bank:</p> <p>scent scene science sceptic scientific scholar scenario ascend muscle disciple</p>	
<p>Objective:</p> <p>AUT To use omission apostrophes correctly.</p> <p>Rule:</p> <p>The apostrophe must be a break in the letters.</p>	<p>About the objective:</p> <p>Apostrophes can be used to show where letters have been removed in informal language/speech. The children will need to learn the full spelling and the shortened version and be able to interpret how to write in both the formal and informal voice to support their writing.</p> <p>The trickiest part for most children is knowing where to place the apostrophe. Typically it is vowels that are removed e.g. do not = don't (o missing).</p> <p>In 've it is the ha in have that is removed and is 'd it is woul or shoul or coul that has been removed.</p> <p>Proper knowledge of this rule means that children are less likely to incorrectly write phrases such as: could of, should of etc. which should be these forms.</p> <p>This has been a Lower Key Stage 2 objective for a long time and will need regular practice/updating. It is also assessed as a Year 4 writing objective and must be applied outside of the spelling lesson consistently.</p>	<p>Word Bank:</p> <p>don't won't aren't weren't shouldn't couldn't can't you've they've we've</p>	<p>let's it's we'd she'd he'd I'd you'd they'd she's he's</p>
<p>Objective:</p> <p>AUT To spell two syllable words with double consonants.</p> <p>Rule:</p>	<p>About the objective:</p> <p>This objective focuses on words where there is a double letter in the spelling.</p> <p>Often these can be missed as they aren't pronounced.</p> <p>During this objective we sometimes look at changes in pronunciation and meaning that can happen sometimes when the letter isn't doubled e.g. diner/dinner and hoping/hopping.</p>	<p>Word Bank:</p> <p>dinner bitter comma written tapping pole pollen</p>	<p>common rotten sudden follow daddy mummy pillow</p>



St Gilbert's R.C. Primary School

Spelling Bank

	<p>We also discuss long and short vowel sounds which the children will have covered in their phonics learning earlier.</p> <p>We have wide range of these spellings some are easier and others harder. Often they can be tailored to the spellings observed in the children's work omitting those where we realise they are too easy for the children and they are not an issue for their spellings.</p>	<p>hoping hopping super supper</p> <p>happy rabbit grabbed batter apple messy puppy messed butter willow kitten kissed pepper holly silly</p>	<p>funny swallow running tennis swimming shopping summer sorry better penny getting butter written happy mummy silly cotton kettle riddle hidden hippo carrot cherry</p>	
<p>Objective:</p>	<p>About the objective:</p>	<p>Word Bank:</p>		
<p>AUT To spell regular verbs endings.</p>	<p>The focus of this task is to look at how the spelling of verbs change depending on the tense whether it is present simple, present perfect, past perfect, past continuous or future. It recaps on previously learnt rules regarding y-> ie and doubling consonants.</p> <p>This is a bit of revision and consolidation that supports the children in common mistakes they can make as they write.</p>	<p>carries carried carrying cries cried crying marries married marrying replies replied replying spies spied spying</p>	<p>tries tried trying fries fried frying drags dragged dragging drops dropped dropping grabs grabbed grabbing</p>	
<p>Rule:</p>				



St Gilbert's R.C. Primary School

Spelling Bank

Objective:	About the objective:	Word Bank:		
SPR To make irregular tense changes.	This is an extension and revision of a tricky objective which many children struggle with. Not all spellings change from one tense to another in predictable ways, the correct form is a little different as such the purpose of this objective is to revisit this. As these spellings are irregular, they are often not easy to create rules for so the class may come up with little rhymes or rules for each one.	meet met rise rose creep crept write wrote ride rode shoot shot sleep slept	bite bit find found give gave hide hid wind wound swim swam spend spent go went hear heard	
Rule:	Generally, we will try to focus on common mistakes made by the class and use this objective to support and tailor their learning to gaps they have.	drive drove teach taught sweep swept speak spoke catch caught weep wept break broke		



St Gilbert's R.C. Primary School

Spelling Bank

<p>Objective:</p> <p>SPR To add suffixes al and ic correctly. To add the suffixes ful, ist and ive to words.</p>	<p>About the objective:</p> <p>Suffixes are groups of letters that are added to the ends of letters. This is objective not only affects the spelling but requires considerable grammar knowledge in applying it. This feature annually in grammar, punctuation and spelling SATs and can trip children up as the spelling of the word is as important as selecting the appropriate</p> <p>The children will be introduced to root words (word with meaning on it's own) and introduced to other words that can be made from this by adding specific suffixes. In the case of of al and ic, we are usually making nouns into adjectives which is highlighted with the children. This may feature in the test.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> medical personal seasonal exceptional occasional national sensational additional traditional capital hopeful hurtful wishful grateful beautiful careful merciful wonderful painful thankful </td> <td style="border: none; vertical-align: top;"> historic supersonic specific horrific metallic angelic epidemic rhythmic organic atomic traffic </td> <td style="border: none; vertical-align: top;"> extremist mechanist violinist artist balloonist instrumentalist specialist novelist stockist racist explosive corrosive expensive relative narrative active decorative furtive massive passive </td> </tr> </table>	medical personal seasonal exceptional occasional national sensational additional traditional capital hopeful hurtful wishful grateful beautiful careful merciful wonderful painful thankful	historic supersonic specific horrific metallic angelic epidemic rhythmic organic atomic traffic	extremist mechanist violinist artist balloonist instrumentalist specialist novelist stockist racist explosive corrosive expensive relative narrative active decorative furtive massive passive
medical personal seasonal exceptional occasional national sensational additional traditional capital hopeful hurtful wishful grateful beautiful careful merciful wonderful painful thankful	historic supersonic specific horrific metallic angelic epidemic rhythmic organic atomic traffic	extremist mechanist violinist artist balloonist instrumentalist specialist novelist stockist racist explosive corrosive expensive relative narrative active decorative furtive massive passive			
<p>Rule:</p>					
<p>Objective:</p> <p>SPR To spell words with suffixes ship, hood, ary ness and ment.</p>	<p>About the objective:</p> <p>Much like the previous objective this is a part of Grammar, punctuation and Spelling core learning. This is revision of suffixes but for the purpose of making new nouns by adding ship, hood and ary to words. Some root words may need teaching e.g. diction and annivers some of which can come from different languages as the English language has many influences from across Europe across history.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> membership ownership partnership dictatorship workmanship championship craftsmanship </td> <td style="border: none; vertical-align: top;"> childhood falsehood priesthood neighbourhood fatherhood motherhood brotherhood </td> <td style="border: none; vertical-align: top;"> stationary dictionary revolutionary missionary necessary anniversary library </td> </tr> </table>	membership ownership partnership dictatorship workmanship championship craftsmanship	childhood falsehood priesthood neighbourhood fatherhood motherhood brotherhood	stationary dictionary revolutionary missionary necessary anniversary library
membership ownership partnership dictatorship workmanship championship craftsmanship	childhood falsehood priesthood neighbourhood fatherhood motherhood brotherhood	stationary dictionary revolutionary missionary necessary anniversary library			
<p>Rule:</p>					



St Gilbert's R.C. Primary School

Spelling Bank

		apprenticeship fellowship fairness kindness tidiness loveliness silliness nastiness wickedness childishness willingness fitness worthlessness carelessness foolishness	knighthood enjoyment employment ornament document management arrangement environment government replacement ointment statement movement	February salary
Objective: SUM To spell words with a prefix: in, im, il, ir, ad, sub, inter, super, anti, auto, al.	About the objective: About the objective: A prefix is a string of letters that are added to the beginning of a <u>root word</u> , changing its meaning.	Word Bank: <u>10</u> indeed intact inside insult inverse inspect infuse incorrect, instead, inactive, interact, international, inappropriate,	<u>supermarket</u> <u>superman,</u> <u>superhuman</u> <u>superb</u> <u>superstar</u> <u>superglue</u> subtract subject subway subtotal subtraction subheading substitute superpower	<u>15 extension</u>
Rule:	Children are taught the meanings of different prefixes (e.g. 'sub' means below/beneath/under). This 'breaking down' of words helps children to understand the meaning of other words and to think carefully about how these words are spelt.			



St Gilbert's R.C. Primary School

Spelling Bank

		ineffective inaccurate, immature, imitate, imply, imagine, immune, immediate immense, immortal, impossible, impatient, imperfect, immobile, impractical, improper, impolite illness, illegal, illegible, illiterate, illuminate, illustrations, irregular, irrelevant, irreparable, irritate, irresponsible, irreplaceable, irresistibly, irresistible, irremovable,	submarine auto, autograph, autographed, autopilot, automatic, autotype, autopsy, autocue, automobile, automatic, automatically, automotive, automated, autobiography, automaton, already altar also almost album always alarmed almighty alone alerted alongside although alternate alternative altogether	
--	--	--	--	--



St Gilbert's R.C. Primary School

Spelling Bank

Objective:	About the objective:	Word Bank:		
SUM2 To spell words with suffixes: ation, ous.	<p>Teaching groups of words with one suffix can be a good way of teaching children about adjectives, verbs and adverbs.</p> <p>A suffix is a string of letters that go at the end of a root word, changing or adding to its meaning. However, some words ending in 'ation' and 'ous' cannot be split clearly into a root word and the suffix e.g. enormous, serious, station and nation.</p> <p>The suffix 'ation' is added to verbs to form nouns. For example – investigate becomes investigation.</p> <p>The suffix 'ous' means 'full of'. There are some rules to keep in mind when using this suffix. They are:</p> <ul style="list-style-type: none"> • If the root word ends in 'e', drop the 'e' and add 'ous' • If the root word ends in 'ge', keep the 'e' and add 'ous' • If the root word ends in 'y', change the 'y' to 'i' and add 'ous' • If the root word ends in 'our', change it to 'or' and add 'ous' 	investigation, nation, education, dedication, station, variation, creation, information, pronunciation, illustration	infectious, previous, obvious, tedious, serious, glorious, obvious, hideous, curious, humorous	
Rule:				
Objective:	About the objective:	Word Bank:		
SUM2 To add the ending /shun/ to words: ssion, tian, cian.	<p>These suffixes are all pronounced /shun/ and it's sometimes difficult to remember which to use.</p> <p>'ssion' endings - They are often formed from verbs which end with – d, –de, –se, –t.</p> <p>'tian' endings – This suffix is added to nouns.</p> <p>'cian' endings - There are a few nouns with 'cian' endings and they usually mean occupations or jobs.</p>	discussion passion Russian procession possession session mission profession oppression permission	Egyptian venetian Dalmatian physician optician magician electrician politician beautician technician	
Rule:				



St Gilbert's R.C. Primary School

Spelling Bank

Objective:	About the objective:	Word Bank:		
SUM2 To spell words ending with the string gue and que.	<p>A very few words use the letters gue to represent the sound 'g' or the letters que to represent the sound 'k'.</p> <p>Words ending with these letter strings can be tricky for the children to spell when sounding out as they only hear the sound that the letters make together.</p>	intrigue catalogue colleague vague rogue argue dialogue fatigue plague tongue	antique technique picturesque critique boutique unique cheque plaque mosque	