



Pathways to Spell

Year 4 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i>	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words of one syllable ending in vowel consonant (Y2*)Adding <i>-ing -ed</i> to words ending in <i>e</i> with a consonant before it (Y2*)Adding <i>-ing -ed</i> to a root word ending in <i>y</i> with a consonant before it (Y2*)
3	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> (to root words ending in <i>-y</i>)	<ul style="list-style-type: none">Adding <i>-er</i>, <i>est</i> to a root word ending in <i>y</i> and <i>e</i> with a consonant before it (Y2*)
4	<ul style="list-style-type: none">The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
5	<ul style="list-style-type: none">The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
6	<ul style="list-style-type: none">The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words	<ul style="list-style-type: none">Words with the /k/ sound spelt <i>ch</i>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /r/ sound spelt <i>wr</i> at the beginning of words	<ul style="list-style-type: none">Words spelt with the /j/ sound spelt <i>ch</i>
3	<ul style="list-style-type: none">The possessive apostrophe (singular nouns)	<ul style="list-style-type: none">Apostrophes to mark plural possession
4	<ul style="list-style-type: none">The possessive apostrophe (singular nouns)	<ul style="list-style-type: none">Apostrophes to mark plural possession
5	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 4 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Words ending in <i>-tion</i>	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>
3	<ul style="list-style-type: none">Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-ssion</i>
4	<ul style="list-style-type: none">Endings which sound like /ʒən/, spelt as <i>-sion</i>	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-cian</i>
5	<ul style="list-style-type: none">Word families based on common words	<ul style="list-style-type: none">The suffix <i>-ation</i>
6	<ul style="list-style-type: none">Word families based on common words	<ul style="list-style-type: none">The suffix <i>-ation</i>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Adding the prefix <i>un-</i>	<ul style="list-style-type: none">More prefixes: <i>sub-</i>, <i>inter-</i> <i>super-</i>, <i>anti-</i>, <i>auto-</i>
3	<ul style="list-style-type: none">More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	<ul style="list-style-type: none">More prefixes: <i>in-/im-</i>
4	<ul style="list-style-type: none">More prefixes: <i>sub-</i>, <i>inter-</i> <i>super-</i>, <i>anti-</i>, <i>auto-</i>	<ul style="list-style-type: none">More prefixes: <i>il-</i>, <i>ir-</i>
5	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 4 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Contractions (common exception words)	<ul style="list-style-type: none">Contractions (Y2*)
3	<ul style="list-style-type: none">The /ʌ/ spelt <i>ou</i>	<ul style="list-style-type: none">The suffix <i>-ous</i>
4	<ul style="list-style-type: none">The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words	<ul style="list-style-type: none">The suffix <i>-ous</i>
5	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i>
6	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /i:/ sound spelt <i>-ey</i>	<ul style="list-style-type: none">Words with the /s/ sound spelt <i>sc</i>
3	<ul style="list-style-type: none">The /aɪ/ sound spelt <i>-y</i> at the end of wordsAdding <i>-es</i> to nouns and verbs ending in <i>-y</i>	<ul style="list-style-type: none">Adding <i>-ing, -ed</i> to a root word ending in <i>y</i>, words ending in <i>e</i> and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)
4	<ul style="list-style-type: none">The possessive apostrophe (singular nouns)	<ul style="list-style-type: none">Apostrophes to mark plural possession
5	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Personal spelling log