

Red Rose Year 4 Spelling – Progression Trajectory

Spelling Progression		
Autumn 1	Week 1	Use the first two letters of a word to check its spelling and meaning in a dictionary, with a focus on Y4 Statutory Words.
	Week 2	Spell correctly and distinguish between the homophones from Y3.
	Week 3	Identify and spell irregular past tense verbs from Y3.
	Week 4	Review the suffixes -ly and -ous from Y3.
	Week 5	The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i> .
	Week 6	Add the prefix un- , e.g. <i>uncover, unexpected</i> .
Autumn 2	Week 1	Use the first three letters of a word to check its spelling and meaning in a dictionary, with a focus on Y4 Statutory Words.
	Week 2	Spell correctly and distinguish between the homophones, bear/bare, seen/scene, mist/missed, main/mane, pear/pair, right/write .
	Week 3	Use apostrophes to spell words using the contracted form and for singular possession.
	Week 4	Add the suffixes -tion and -ation , e.g. <i>protection, pollution, exploration, decoration</i> .
	Week 5	Add -ves to nouns ending in -f , e.g. <i>leaf, leaves; elf, elves</i> .
	Week 6	Add the prefixes in- and im- , e.g. <i>incomplete, impossible</i> .
Spring 1	Week 1	Use the first three letters of a word to check its spelling and meaning in a dictionary, with a focus on Y4 Statutory Words.
	Week 2	Spell correctly and distinguish between homographs, e.g. <i>bat, bank, ring, row, read, tear</i> .
	Week 3	Identify and spell more irregular past tense verbs.
	Week 4	Add the prefixes ir- and non- , e.g. <i>irregular, nonsense</i> .
	Week 5	The /s/ sound spelt sc , e.g. <i>science, scene</i> .
	Week 6	Use the first three letters of a word to find synonyms in a thesaurus.
Spring 2	Week 1	Use the first three letters of a word to check its spelling and meaning in a dictionary, with a focus on Y4 Statutory Words.
	Week 2	Add the suffixes -sion, -ssion and -cian , e.g. <i>invasion, discussion, optician</i> .
	Week 3	Use apostrophes to spell words for singular and plural possession.
	Week 4	Explore, collect and spell word families with the roots: graph (paragraph, biography) and multi (multitask, multicoloured).
	Week 5	The /ʃ/ sound spelt ch , e.g. <i>chef, chalet, machine</i> . The /k/ sound spelt ch , e.g. <i>scheme, chorus, character</i> .
	Week 6	Add the prefixes sub- and super- , e.g. <i>subheading, supermarket</i> .
Summer 1	Week 1	Use the first three letters of a word to check its spelling and meaning in a dictionary, with a focus on Y4 Statutory Words.
	Week 2	Spell correctly and distinguish between more homographs, e.g. <i>firm, sign, capital, close, live, minute</i> .
	Week 3	The /g/ sound spelt -gue and the /k/ sound spelt -que , e.g. <i>tongue, antique</i> .
	Week 4	Add the prefixes inter- and anti- , e.g. <i>international, anticlockwise</i> .
	Week 5	Explore, collect and spell word families with the roots: cent (century, percent); chron (chronology, synchronise) and quad (quadrant, quadrilateral).
	Week 6	Y4 Statutory Words and personal spellings.
Summer 2	Week 1	Check spelling and meaning in a dictionary with a focus on Y4 Statutory Words.
	Week 2	Use apostrophes to spell words for plural possession including where the plural is irregular.
	Week 3	Add the prefix auto- , e.g. <i>autograph</i> .
	Week 4	Create diminutives using the suffix -ette and the prefix mini- , e.g. <i>courgette, miniature</i> .
	Week 5	Investigate ways in which nouns and adjectives can be made into verbs using the suffixes -en and -ate , e.g. <i>widen, activate</i> .
	Week 6	Y4 Statutory Words and personal spellings in preparation for Y5.