

# Spelling Shed

Spelling Scheme of Work



Welcome to The Spelling Shed Year 4 scheme of work.



**Spelling Shed**

What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
  - One 20 – 30 minute lesson plan.
  - Resources to aid the delivery of the lesson.
  - One spelling practice sheet.
  - One homework sheet.

# Spelling lists – Stage 4



1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. The prefix 'sub-' which means under or below.
5. The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. The suffix '-ation' is added to verbs to form nouns.
8. The suffix '-ation' is added to verbs to form nouns.
9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.'
11. Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. The 'ee' sound spelled with an 'i.'
17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
18. Challenge Words
19. The 'au' digraph
20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. The /s/ sound spelled c before 'i' and 'e'.
27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Prefixes – 'super-' 'anti' and 'auto.'
30. The prefix bi- meaning two.
31. Challenge Words
32. Plural possessive apostrophes.
33. Revision – spelling rules we have learned in Stage 4.
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# Spelling Shed

Stage: 4

List: 1

**Homophones:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.





Stage: 4	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 1	

Spellings	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
accept	Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
except		
knot	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We travelled to France by _____.  The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.
not		
peace		
piece		
plain		
plane		
weather		
whether		



Spelling Shed

My shoelaces were tied in a  
double \_\_\_\_\_.

Which is the correct spelling?

not

knot

Answers:



My shoelaces were tied in a  
double **knot**.

Which is the correct spelling?

not

**knot**



Spelling Shed

All classes went swimming  
\_\_\_\_\_ year 1.

Which is the correct spelling?

accept

except



Answers:



All classes went swimming  
**except** year 1.

Which is the correct spelling?

**accept**

**except**



Spelling Shed

The bad \_\_\_\_\_ means that we may  
have to cancel sports day.

Which is the correct spelling?

whether

weather

Answers:



The bad **weather** means that we may have to cancel sports day.

Which is the correct spelling?

whether

**weather**



Spelling Shed

The \_\_\_\_\_ swooped down low over  
the airport during the air show.

Which is the correct spelling?

plane

plain

Answers:



The **plane** swooped down low over  
the airport during the air show.

Which is the correct spelling?

**plane**

plain





Spelling Shed

Each child ate a \_\_\_\_\_ of fruit  
at break time.

Which is the correct spelling?

piece

peace

Answers:



Each child ate a **piece** of fruit  
at break time.

Which is the correct spelling?

**piece**

**peace**



Stage: 4	Homophones  Name:
List: 1	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
accept					
except					
knot					
not					
peace					
piece					
plain					
plane					
weather					
whether					



Spelling Shed

Stage: 4

Homophones

List: 1

Name:

## Spellings

accept

except

knot

not

peace

piece

plain

plane

weather

whether

Write the correct spelling into each sentence.

The teacher gave everyone a \_\_\_\_\_ of \_\_\_\_\_ paper.

Tim stood at the front of assembly to \_\_\_\_\_ his prize.

I had a \_\_\_\_\_ in my shoelaces.

All was dark, \_\_\_\_\_ for a tiny candle in the corner.

I like most vegetables but \_\_\_\_\_ cauliflower.

In church the people prayed for \_\_\_\_\_ on Earth.

The \_\_\_\_\_ stopped the children playing out today.

The pilot landed his \_\_\_\_\_ safely on the runway.

The children wondered \_\_\_\_\_ they should tell their teacher.

Stage: 4

Homophones

List: 1

Answers:



Spelling Shed

## Spellings

accept

except

knot

not

peace

piece

plain

plane

weather

whether

Write the correct spelling into each sentence.

The teacher gave everyone a piece of plain paper.

Tim stood at the front of assembly to accept his prize.

I had a knot in my shoelaces.

All was dark, except for a tiny candle in the corner.

I like most vegetables but not cauliflower.

In church the people prayed for peace on Earth.

The weather stopped the children playing out today.

The pilot landed his plane safely on the runway.

The children wondered whether they should tell their teacher.