

Year 4 Autumn 1st Half

<p><u>Week 1</u> gym pyramid mystery myth symmetry</p> <p>young country courage dangerous famous</p>	<p><u>Week 2</u> I'm - I am it's - it is he's - he is she's - she is they are - they're their there we are- we're where were wear</p>	<p><u>Week 3</u> chorus chemist echo character scheme</p> <p>eight reign vein weigh neighbour</p>																																				
<p><u>Week 4</u> I have- I've they have- they've we have-we've he had- he'd do not- don't will not- won't would not- wouldn't</p>	<p><u>Week 5</u></p> <table border="1"> <thead> <tr> <th><u>Present Tense</u></th> <th><u>Past Tense</u></th> </tr> </thead> <tbody> <tr><td>deliver</td><td>delivered</td></tr> <tr><td>frighten</td><td>frightened</td></tr> <tr><td>rescue</td><td>rescued</td></tr> <tr><td>excite</td><td>excited</td></tr> <tr><td>worry</td><td>worried</td></tr> <tr><td>betray</td><td>betrayed</td></tr> <tr><td>prefer</td><td>preferred</td></tr> <tr><td>happen</td><td>happened</td></tr> </tbody> </table>	<u>Present Tense</u>	<u>Past Tense</u>	deliver	delivered	frighten	frightened	rescue	rescued	excite	excited	worry	worried	betray	betrayed	prefer	preferred	happen	happened	<p><u>Week 6</u></p> <table border="1"> <thead> <tr> <th><u>Adjective</u></th> <th><u>Adverb</u></th> </tr> </thead> <tbody> <tr><td>happy</td><td>happily</td></tr> <tr><td>angry</td><td>angrily</td></tr> <tr><td>cheeky</td><td>cheekily</td></tr> <tr><td>gentle</td><td>gently</td></tr> <tr><td>humble</td><td>humbly</td></tr> <tr><td>frantic</td><td>frantically</td></tr> <tr><td>dramatic</td><td>dramatically</td></tr> <tr><td>usual</td><td>usually</td></tr> </tbody> </table>	<u>Adjective</u>	<u>Adverb</u>	happy	happily	angry	angrily	cheeky	cheekily	gentle	gently	humble	humbly	frantic	frantically	dramatic	dramatically	usual	usually
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Explanations/Hints and tips

Last year's spellings have been monitored and some spellings have been selected to revise for this year. Some weeks will have a grammar focus for the children to ensure they have a good understanding of word meaning as well as grammar terminology.

Week 1

The /i/ sound when a **y** is used to spell within a word.

The /uh/ sound spelt **ou**

Week 2- Grammar focus- Apostrophes for omission- Contracting two words to make one, using an apostrophe. Note that included are some homophones for words e.g. they're, there and their so children are aware of the differences.

Week 3-

Words with the /k/ sound spelt **ch** (Greek origin)

Words with the /ei/ sound spelt **ei**,

Week 4 Grammar focus- Apostrophes for omission- Contracting two words to make one, using an apostrophe. This is continuing on from week 2.

Week 5

Suffixes - The rules of using the suffix -ed. For most verbs, the suffix **-ed** is added to the present tense of a verb to form the past tense of the verb. Some guidelines for when **-ed** cannot be directly attached:

- If the present tense ends in **e**, just **-d** is added
- If the present tense ends in **y**, sometimes the **y** changes to **i**. However, there are cases where this does not happen and these words just need to be learnt.
- For some verbs the final consonant is doubled, these also just need to be learnt

Week 6

Suffix: The suffix **-ly** is added to an adjective to form an adverb. This list contains 3 different rules:

- If the root word ends in **-y** with a consonant letter before it, the **y** is changed to **i**.
- If the root word ends with **-le**, the **-le** is changed to **-ly**.
- If the root word ends with **-ic**, **-ally** is added rather than just **-ly**, except in the word publicly.

Odd words with the suffix **-ly** which do not fit these rules - truly, duly, wholly