English Programme of study Spelling	Year 4 Holy Trinity CE VA Academy	
	Rules/Guidelines	Example Words
Words with endings sounding like /zhuh/ or /chuh/	The ending sounding like /zhuh/ is always spelt – sure.	measure, treasure, pleasure, enclosure picture, adventure,
	The ending sounding like /chuh/ is often spelt – ture, but check that the word is not a root word ending in (t)ch with an –er ending, e.g. teacher, catcher, richer, stretcher.	creature, furniture, departure, mixture
Endings which sound like /zhun/ .	If the ending sounds like /zhun/, it is spelt as -sion	division, invasion, confusion, decision, collision, television
Endings which sound like /shun/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the endings are –ion and –ian. Clues about whether to put t, s, ss or c before these endings often come from the last letter or letters of the root word.	
	-tion is the most common spelling. It is used if the root word ends in t (invent) or te (hesitate).	invention, inflation, injection, action, completion, exception
	-ssion is used if the root word ends in ss (express) or -mit (permit).	expression, discussion, confession, permission, transmission, admission
	 –sion is used if the root word ends in d or se (Exceptions: attend – attention; intend – intention) 	expansion, extension, comprehension, tension
	-cian is used if the root word ends in c or cs (e.g. music – musician, politics – politician).	musician, electrician, politician, magician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /sh/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure

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Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique,
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronunv=ced the c and the k as two sounds trather than one -/s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /ai/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; s is not added if the plural already ends in s, but is added if the plural does not end in s (i.e. is an irregular plural, e.g. children's).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an 's' use the 's no- tation e.g. Cyprus's population)
Homophones or near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/ rein, scene/seen, weather/whether, whose/who's

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Word List				
believe	natural	surprise		
breath	naughty	therefore		
breathe	opposite	though/although		
business	ordinary	thought		
calendar	particular	weight		
caught	peculiar	woman		
centre	popular	women		
century	position	Teachers should continue to empha-		
certain	possess(ion)	sise to pupils the relationships be- tween sounds and letters, even when		
experience	possible	the relationships are unusual. Once		
extreme	potatoes	root words are learnt in this way, long- er words can be spelt correctly, if the		
favourite	pressure	rules and guidance for adding prefixes		
grammar	recent	and suffixes are also known.		
heard	regular			
imagine	reign			
island	separate			
knowledge	straight			
library	strange			
medicine	strength			
mention	suppose			