

Spelling Shed

Spelling Scheme of Work



Welcome to The Spelling Shed Year 4 scheme of work.



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 practise sheet.
 - One homework sheet.

Spelling lists – Stage 4



1. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
3. Spelling Rules: 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. Spelling Rules: The prefix 'sub-' which means under or below.
5. Spelling Rules: The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
8. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
9. Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Spelling Rules: 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. Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. Spelling Rules: The 'ee' sound spelled with an 'i.'
17. Spelling Rules: 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. Spelling Rules: The 'au' digraph
20. Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. Spelling Rules: The /s/ sound spelled c before 'i' and 'e'.
27. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'
30. Spelling Rules: The prefix bi- meaning two.
31. Revision – spelling rules we have learned in Stage 4.
32. Revision – spelling rules we have learned in Stage 4.
33. Revision – spelling rules we have learned in Stage 4.
34. Revision – spelling rules we have learned in Stage 4.
35. Revision – spelling rules we have learned in Stage 4.
36. Revision – spelling rules we have learned in Stage 4.



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

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

List:

Spellings

accept

except

knot

not

peace

piece

plain

plane

weather

whether

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.

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.

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.



Spelling Shed

My shoelaces were tied in a
double _____.

Which is the correct spelling?

not

knot



Spelling Shed

All classes went swimming
_____ 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



Spelling Shed

The _____ 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



Spelling Shed

Stage:

List:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
accept			
except			
knot			
not			
peace			
piece			
plain			
plane			
weather			
whether			



Spelling Shed

Stage: 4

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

List:

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.



Spelling Shed

Stage: 4

List: 2

The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'



Spelling Shed

Stage: 4

Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'

List: 2

Spellings

inactive

incorrect

invisible

insecure

inflexible

indefinite

inelegant

incurable

inability

inadequate

Introduction

Explain to the children that today's words all begin with the prefix 'in'. Prefixes are added to words to change the meaning. In this case, the words become the opposite of their root word e.g. active becomes inactive, flexible becomes inflexible.

Ask children what the opposite of correct is, if they aren't sure then remind them of the spelling rule.

Main Teaching Activity

Using the power point, get children to write down the opposite of the words on the slides by adding the prefix 'in'.

After each example ask the children to share their responses, check they understand the meaning of the word and discuss any errors or misconceptions.

Independent Activity

Children choose five of the words from the spelling list and write a sentence for each one.

Children then share their sentences with a partner to check if they are correct. In pairs, see if children can think of any more words starting with the prefix 'in'.



Spelling Shed

Write down the opposite of:

active

inactive



Spelling Shed

Write down the opposite of:

correct

incorrect



Write down the opposite of:

secure

insecure





Spelling Shed

Write down the opposite of:

visible

invisible



Write down the opposite of:

flexible

inflexible



Stage: 4	Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	
Name:	



Spelling Shed

Spellings
inactive
incorrect
invisible
insecure
inflexible
indefinite
inelegant
incurable
inability
inadequate

Cover your spellings up. Can you add in the missing letters from each word?	
i n _ u r a _ l e	i n _ o r _ e c t
i n s e c u r e	i n a b _ _ i t y
i n e l _ _ a n t	i n d e f _ _ i t e
i n _ _ t i v e	i n a d e _ _ a t e
i n _ _ e _ i b l e	_ n v _ s _ b l e

Stage: 4	Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
inactive			
incorrect			
invisible			
insecure			
inflexible			
indefinite			
inelegant			
incurable			
inability			
inadequate			



Spelling Shed

Stage: 4

List: 3

Opposite Words - Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'



Stage: 4

Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'

List: 3

Spellings

illegal

illegible

immature

immortal

impossible

impatient

imperfect

irregular

irrelevant

irresponsible

Introduction

Today children will look at finding the opposite of words by adding the prefix 'il', 'ir' or 'im'.

If the root word starts with 'l' then the prefix is 'il'

If the root word starts with 'r' then the prefix is 'ir'

If the root word starts with 'p' or a 'm' then the prefix is 'im'.

Can children think of any words beginning with these prefixes?

Main Teaching Activity

Using the spelling rules above, get children to write down the correct prefix for each of the root words on the power point slide.

Compare with a partner and then share with the class to discuss any misconceptions or mistakes.

Independent Activity

In small groups, give children the word cards. Children take it in turns to pick a card from the pile, read it out and the others in the group write it on their whiteboards. Child with the card acts as the teacher to check the spelling.

Next child then takes a card and the activity continues round the group.



If the root word starts with 'l' then the prefix is 'il'
If the root word starts with 'r' then the prefix is 'ir'
If the root word starts with 'p' or a 'm' then the prefix is 'im'.

legal	mature	patient	regular	responsible
legible	possible	mortal	perfect	relevant



Spelling Shed

Print out and cut up the word cards. One set for each group.

illegal

immature

impatient

irregular

irresponsible

illegible

impossible

immortal

imperfect

irrelevant

Stage: 4	Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
List: 3	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
illegal			
illegible			
immature			
immortal			
impossible			
impatient			
imperfect			
irregular			
irrelevant			
irresponsible			

Stage: 4	Spelling Rules: Rules: Before a root word starting with l the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
List: 3	
Name:	



Spellings
illegal
illegible
immature
immortal
impossible
impatient
imperfect
irregular
irrelevant
irresponsible

il

Sort your spellings between the sticky notes. Can you add any of your own words?

ir

im

CHALLENGE
Can you write a sentence using one or more of these words?

My Sentence



Spelling Shed

Stage: 4

List: 4

The prefix 'sub-' which means under or below.



Spelling Shed

Stage: 4

Spelling Rules: The prefix 'sub-' which means under or below.

List: 4

Spellings

submarine

subject

subway

submerge

subtropical

subdivide

subheading

substandard

subtitle

submit

Introduction

Explain that children are looking at words with the prefix 'sub'. Sub changes the meaning of the word to mean under or below. Ask children if they can think of any words that begin with the prefix 'sub' – can they think why it might mean under or below?

Main Teaching Activity

Speed spelling - each child to have a mini whiteboard. Choose a word from the list and ask children to write in on their whiteboard and hold it up to check spelling.

Remind children to segment the word in their head when writing to include **sub+ root word**.

Discuss misconceptions.

Independent Activity

Children to choose the correct word from the spelling list to complete the sentence on the power point.

Check with a partner and then feed back as a class.

Stage: 4	Spelling Rules: The prefix 'sub-' which means under or below.
List: 4	
Name: _____	



Spellings
submarine
subject
subway
submerge
subtropical
subdivide
subheading
substandard
subtitle
submit

Write the correct spelling into each sentence.

The boy said that English was his favourite _____.

Millie liked going to her Grandma's as they got to ride on the _____.

I saw my toy boat crash and _____ beneath the water.

The boss said the work wasn't good enough, he said it was _____.

I had spent a long time on my summer homework, at last it was time to _____ it!

Stage: 4	Spelling Rules: The prefix 'sub-' which means under or below.
List: 4	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
submarine			
subject			
subway			
submerge			
subtropical			
subdivide			
subheading			
substandard			
subtitle			
submit			



Stage: 4

Spelling Rules: The prefix 'sub-' which means under or below.

List: 4

Name:

Spellings

submarine

subject

subway

submerge

subtropical

subdivide

subheading

substandard

subtitle

submit

Use the sub to create the words from your spelling list. Can you think of any more?

sub +

My own sub- words

tropical

merge

divide

mit

title

marine

standard

ject

way

heading

=



Spelling Shed

Stage: 4

List: 5

The prefix 'inter-' means between, amongst or during.



Spelling Shed

Stage: 4

Spelling Rules: The prefix 'inter-' means between, amongst or during.

List: 5

Spellings

interact

intercity

international

interfere

interview

intercept

intercom

internet

interchange

interface

Introduction

The prefix 'inter' is added to words to make them mean between, amongst or during.

Ask children to partner talk for one minute to think of any words beginning with the prefix 'inter'.

Main Teaching Activity

To help children understand how the words mean between, amongst or during, use the power point slide to get them to match up the definitions with the correct word.

Check answers and discuss misconceptions. Children could work independently or in a pair.

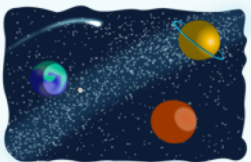



Independent Activity

Get children to write the word 'international' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.

You can use the example on the slide below if they need some support getting started.

Feedback and if time, draw a scrabble web on the board as a class.

Match the definition with the meaning:

intergalactic		A global, online computer network.
interview		Relating to, or moving between, two or more galaxies in the solar system.
international		A process that occurs when you want to get a job.
internet		Existing, occurring or carried out between nations.



Spelling Shed

international

n
t
e
r
n
e
t

n
t
e
r
c
interview
t
y

Stage: 4	Spelling Rules: The prefix 'inter-' means between, amongst or during.
List: 5	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
interact			
intercity			
international			
interfere			
interview			
intercept			
intercom			
internet			
interchange			
interface			

Stage: 4	Spelling Rules: The prefix 'inter-' means between, amongst or during.
List: 5	
Name: _____	



Spellings
interact
intercity
international
interfere
interview
intercept
intercom
internet
interchange
interface

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

international	impossible	electricity	interchange
simplistic	interface	interact	diversity
intercity	interfere	action	intercom
changeable	inactive	interspersed	internet
intercept	facial	interview	interesting

Which new word in the grid follows the same spelling rule as the spelling list?



Spelling Shed

Stage: 4

List: 6

Challenge Words

Stage: 4

Challenge Words

List: 6



Spelling Shed

Spellings

calendar

appear

believe

grammar

increase

interest

opposite

straight

strength

women

Challenge Week

Choose an activity from the Challenge Activity Pack

Stage: 4	Challenge Words Name:
List: 6	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
calendar			
appear			
believe			
grammar			
increase			
interest			
opposite			
straight			
strength			
women			

Stage: 4	Challenge Words Name:
List: 6	



Spellings
calendar
appear
believe
grammar
increase
interest
opposite
straight
strength
women

a	s	t	r	s	t	r	e	n	g	t	h	k	u	a	j
o	s	c	a	l	e	n	d	a	r	q	p	c	v	g	z
p	q	a	p	n	z	i	g	h	a	i	j	d	k	i	s
b	r	b	p	m	c	l	w	o	m	e	n	l	e	f	t
e	t	r	e	u	g	h	w	f	m	c	d	m	g	b	r
l	t	s	a	x	y	h	m	e	a	j	o	d	l	c	a
i	n	c	r	e	a	s	e	m	r	b	k	e	f	y	i
e	e	b	v	w	d	i	x	j	z	a	n	k	m	h	g
v	f	o	p	o	p	p	o	s	i	t	e	n	w	x	h
e	q	u	v	g	t	g	y	i	n	t	e	r	e	s	t

Can you find your spellings hidden in this word search?



Spelling Shed

Stage: 4

List: 7

The suffix '-ation' is added to verbs to form nouns.



Stage: 4

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

List: 7

Spellings

information

sensation

preparation

vibration

decoration

donation

duration

registration

population

determination

Introduction

Today children will learn that adding 'ation' to verbs turns them in to nouns. Ask children to partner talk for a minute to think of any words that end with 'ation'.

Word ends in 'e' – remove e and + 'ation'

Word ends in 'y' – remove y and + 'ic' + 'ation' (multiply to multiplication)

Most other words you can just add 'ation' straight on the end.

Main Teaching Activity

Using the power point slide, and following the spelling rules, children write down how they think the word can be changed from a verb to a noun by adding the suffix 'ation'.

Hold up white boards to show and discuss any errors or misconceptions.

Independent Activity

Show children the slide with the boxes and ask them to apply the spelling rules to each word and decide which box the word should go in to. This can be done independently or as a pair and using whiteboards if required.

Share results and discuss any misconceptions.



How would you add 'ation' to
this word:

inform

information
(add straight on the end)



How would you add 'ation' to
this word:

prepare

preparation

(drop the e then add 'ation')



How would you add 'ation' to
this word:

determine

determination
(drop the e then add 'ation')



How would you add 'ation' to
this word:

notify

notification

(drop the y then add 'ic' followed by
'ation')



Spelling Shed

How would you add 'ation' to
this word:

vibrate

vibration

(drop the e and add 'ation')



Spelling Shed

Look at the root words and decide which spelling rule they should follow and which box they should go in to:

communicate	vibrate	multiply	inform	donate	verify
create	populate	sense	determine	amplify	populate

Remove 'y', add 'ic'
and then 'ation'.

Add 'ation' straight
on the end.

Remove 'e' then
add 'ation'

Stage: 4	Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
List: 7	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
information			
sensation			
preparation			
vibration			
decoration			
donation			
duration			
registration			
population			
determination			



Stage: 4

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

List: 7

Name:

Spellings

information

sensation

preparation

vibration

decoration

donation

duration

registration

population

determination

The spelling words are all nouns. Can you put them through the machine to turn them back into verbs?

Root Word

inform



Spelling Shed

Stage: 4

List: 8

The suffix '-ation' is added to verbs to form nouns.



Spelling Shed

Stage: 4

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

List: 8

Spellings

adoration

admiration

coronation

detonation

observation

location

generation

exploration

combination

illustration

Introduction

Today children will continue to consolidate understanding that adding 'ation' to verbs turns them in to nouns. Can children remember any 'ation' words from the last list?

Word ends in 'e' – remove e and + 'ation'

Word ends in 'y' – remove y and + 'ic' + 'ation' (multiply to multiplication)

Most other words you can just add 'ation' straight on the end.

Main Teaching Activity

All of the words in today's lists follow the same rule, ask children if they can spot what it is and have a speed write on their whiteboards to write the root word. See how many they can correctly write in 3 minutes.

Click the slide to check the answer.

Discuss any errors or misconceptions.

Independent Activity

Ask children to write 5 sentences using words, appropriately, from the spelling list.

To extend children you could ask them to also write a sentence for the verb form of the word. E.g. a sentence with 'location' and one with 'locate'.



What is the root word for each of the spellings below:

adoration
admiration
coronation
detonation
observation
location
generation
exploration
combination
illustration

adore
admire
coronate
detonate
observe
locate
generate
explore
combine
illustrate

Stage: 4	Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
List: 8	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
adoration			
admiration			
coronation			
detonation			
observation			
location			
generation			
exploration			
combination			
illustration			



Stage: 4

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

List: 8

Name:

Spellings

adoration

admiration

coronation

detonation

observation

location

generation

exploration

combination

illustration

The spelling words are all nouns. Can you put them through the machine to turn them back into verbs?

Root Word

adore



Spelling Shed

Stage: 4

List: 9

Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'



Stage: 4

Spelling Rules: Adding -ly to adverbs. Remembering words ending in 'y' become 'ily' and words ending in 'le' become 'ly.'

List: 9

Spellings

sadly

completely

wildly

bravely

gently

foolishly

proudly

horribly

nervously

happily

Introduction

Today children are learning about adverbs that end with 'ly' – words that explain 'how' something is done. The general spelling rules are:

- If the root word end in 'y', change the 'y' to an 'i' and add 'ly'
- If the root word ends in 'le', change 'le' to 'ly'
- Most other endings you just add 'ly'

Ask children if they can think of any adverbs that end with the 'ly' sound.

Main Teaching Activity

Using the power point slide, get children to apply the spelling rules to the list of words, drawing a line from each word to the correct form of the ending.

Children can copy the words on to a mini whiteboard or draw the lines on the IWB as a whole class.

Discuss any errors or misconceptions.

Independent Activity

Leaving the teaching activity slide on the board, in small groups, get a child to choose a word and say what it is as an adverb. E.g. "wild is wildly".

They then write the first letter on a mini whiteboard and pass the board to their left, the next child writes the next letter of the adverb and so on until the word is complete. The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.

Draw a line from each word to correct ending to turn these words in to adverbs:

sad
complete
wild
brave
gentle
foolish
proud
horrible
nervous
happy

+ ly

+ ily

Change le
to ly

Stage: 4	Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
List: 9	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
sadly			
completely			
wildly			
bravely			
gently			
foolishly			
proudly			
horribly			
nervously			
happily			



Spelling Shed

Stage: 4

List: 10

Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'



Stage: 4

Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l'.

List: 10

Spellings

usually

finally

beautifully

thoughtfully

wonderfully

carefully

faithfully

peacefully

cruelly

generally

Introduction

Following on from the last lesson on adding 'ly' children will learn that adding 'ly' to an adjective that ends in 'l' will turn it in to an 'adverb' – 'how' something is done.

The rule is simple – if the root word ends in 'l' you add 'ly' straight on the end.

Main Teaching Activity

Speed round – children complete the power-point slide as quickly as possible, adding 'ly' to each of the root words to create their spelling words.

Can be done on mini whiteboards individually or as a class with children coming up to the board.

Independent Activity

Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



Spelling Shed

usual

final

general

cruel

beautiful

peaceful

thoughtful

faithful

careful

wonderful

+ ly



Play a word version of noughts and crosses – each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row. Winner has three in a row, all spelled correctly. Start again with new words.



usually	beautifully	
	usually	
beautifully		usually

A 3x3 grid for a word version of noughts and crosses. A thick red diagonal line runs from the top-left cell to the bottom-right cell. The words 'usually' and 'beautifully' are placed in the top-left, middle, and bottom-right cells respectively, following the diagonal.

Stage: 4	Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
List: 10	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
usually			
finally			
beautifully			
thoughtfully			
wonderfully			
carefully			
faithfully			
peacefully			
cruelly			
generally			

Stage: 4	Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
List: 10	
Name: _____	



Spelling Shed

Use a dictionary to find out what your spellings mean.
Create your own definition for 5 of your words.

Spellings
usually
finally
beautifully
thoughtfully
wonderfully
carefully
faithfully
peacefully
cruelly
generally

Your word

Your definition



Spelling Shed

Stage: 4

List: 11

Word with the 'sh' sound spelled ch. These words are French in origin.



Spelling Shed

Stage: 4

Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.

List: 11

Spellings

chef

chalet

machine

brochure

parachute

chute

chaperone

chandelier

crochet

quiche

Introduction

Today children are looking at words that we have taken from the French language. These words all contain a 'sh' sound which is spelled 'ch'. Can the children think of any words where 'ch' sounds like 'sh'?

Main Teaching Activity

Children look at the power point slide with images on – can they identify any of the images and write down the words on their whiteboard, remind them that if they hear 'sh' in the word then it will be spelled 'ch' in these words!

Click once to add the clues if required.

Independent Activity

Children to write three sentences which accurately contain two of the images on the power point slide.

For example:

"The talented **chef** came a small town in France where he lived in a wooden **chalet**."

What can you see? Write down
what these images are:



Spelling Shed



___ f



ch___e___r



cr___t



pa___ut__



washing m_____



b r _____



c__l__

Stage: 4	Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.
List: 11	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
chef			
chalet			
machine			
brochure			
parachute			
chute			
chaperone			
chandelier			
crochet			
quiche			

Stage: 4	Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.
List: 11	
Name: _____	



Spelling Shed

Spellings
chef
chalet
machine
brochure
parachute
chute
chaperone
chandelier
crochet
quiche

b	a	c	h	e	f	d	h	j	l	m	k	m	l	z	m
r	z	l	m	p	a	r	a	c	h	u	t	e	p	p	a
o	a	k	j	g	c	e	t	k	h	s	b	q	r	p	c
c	h	a	p	e	r	o	n	e	v	a	b	n	s	o	h
h	b	g	f	i	n	f	w	m	k	p	l	p	p	l	i
u	t	s	r	h	a	g	x	k	q	i	u	e	q	t	n
r	c	r	o	c	h	e	t	j	l	m	n	o	t	u	e
e	u	v	w	e	b	h	w	i	k	q	u	i	c	h	e
b	d	c	c	h	a	n	d	e	l	i	e	r	v	w	x
e	d	f	x	y	z	g	i	h	j	t	c	h	u	t	e

Can you find your spellings hidden in this word search?



Spelling Shed

Stage: 4

List: 12

Challenge Words

Stage: 4

Challenge Words

List: 12



Spelling Shed

Spellings

complete

continue

experiment

famous

favourite

February

naughty

material

knowledge

remember

Challenge Week

Choose an activity from the Challenge Activity Pack

Stage: 4	Challenge Words Name:
List: 12	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
complete			
continue			
experiment			
famous			
favourite			
February			
naughty			
material			
knowledge			
remember			

Stage: 4	Challenge Words
List: 12	
Name: _____	



Spellings
complete
continue
experiment
famous
favourite
February
naughty
material
knowledge
remember

Circle the 10 correct spellings below.

complete	favrit	compleat	experriment	February	continyou
knowledge	Februrary	noledge	Febuary	knoledge	famoos
containue	continue	matirial	material	nuaghty	rememmbber
egsperiment	mateerial	commplete	favorite	remembrer	favourite
famous	remember	famouse	experiment	nauhty	naughty

Cover your spelling list to make the task trickier!



Spelling Shed

Stage: 4

List: 13

Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'



Stage: 4

Spelling Rules: Adding the suffix 'ion.' When the root word ends in 'd', 'de' or 'se' then the suffix 'ion' needs to be '-sion.'

List: 13

Spellings

expansion

extension

comprehension

tension

suspension

exclusion

provision

explosion

erosion

invasion

Introduction

Today's spelling list looks at adding the suffix 'sion' to words that end in 'd', 'de' or 'se'.

If the word ends in 'd', remove the 'd' and add 'sion'

If the word ends in 'se', remove the 'se' and add 'sion'

If the word ends in 'de', remove the 'de' and add 'sion'.

Can children think of any words ending with this suffix?

Main Teaching Activity

Children to look at the root word and then add 'sion' by following the spelling rules above,

Compare with a partner and then share with the class to discuss any misconceptions or mistakes.

Independent Activity

In small groups, give children the word cards. Children take it in turns to pick a card from the pile, read it out and the others in the group write it on their whiteboards. Child with the card acts as the teacher to check the spelling.

Next child then takes a card and the activity continues round the group.



If the word ends in 'd', remove the 'd' and add 'sion'
If the word ends in 'se', remove the 'se' and add 'sion'
If the word ends in 'de', remove the 'de' and add 'sion'.

expand	extend	tense	suspend	exclude
provide	comprehend	explode	erode	incise

Print out and cut up the word cards. One set for each group.

expansion	extension	tension	suspension	exclusion
provision	comprehension	explosion	erosion	incision

Stage: 4	Spelling Rules: Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
List: 13	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
expansion			
extension			
comprehension			
tension			
suspension			
exclusion			
provision			
explosion			
erosion			
invasion			

Stage: 4	Spelling Rules: Adding the suffix ‘-ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ the then the suffix ‘-ion’ needs to be ‘-sion.’
List: 13	
Name:	



Spelling Shed

Spellings
expansion
extension
comprehension
tension
suspension
exclusion
provision
explosion
erosion
invasion

d

Did the root word end in
'd,' 'de' or 'se?'

Sort your spellings into
these three groups.

se

de

Tip: You may want
to write down the
10 root words
before sorting out
your spellings.

CHALLENGE
Can you add any
more '-ion' words to
the sticky notes?



Spelling Shed

Stage: 4

List: 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.



Stage: 4

List: 14

Spelling Rules: 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.

Spellings

poisonous

dangerous

mountainous

marvellous

perilous

tremendous

enormous

jealous

precious

disastrous

Introduction

Adding the suffix 'ous' turns a noun into an adjective. These rules generally apply:

- Words ending with 'e', drop 'e' and add 'ous' (adventure/adventurous)
- Words ending in 'y', replace the 'y' with 'i' plus 'ous' (fury/furious)
- Words that ends with 'our', change to 'or', then add 'ous' (humour/humorous)

Demonstrate with **danger**, **envy** and **humorous**.

Main Teaching Activity

See if the children can work out what words ending in 'ous' actually mean. (Tip: it means 'full of' – 'poisonous' means full of poison).

Give children a set of cards in pairs or small groups and ask them to match the noun with the adjective. Does this help them to guess what the adjective means?

Feedback matching cards and ideas for what it means.

Independent Activity

Provide the second card set to pairs, or small groups, and get children to turn them in to adjectives following the spelling rules.

You can extend some children if necessary by asking them to write a number of sentences using the newly formed adjectives.

Print out and cut up the word cards. One set for each group.

poison	poisonous	danger	disastrous	marvel
mountainous	dangerous	marvellous	mountains	space
disaster	spacious	envy	jealous	envious

Print out and cut up the word cards. One set for each group.

fury	fame	adventure
ridicule	luxury	peril
disaster	danger	outrage



Spelling Shed

Stage: 4

List: 14

Spelling Rules: 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.

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
poisonous			
dangerous			
mountainous			
marvellous			
perilous			
tremendous			
enormous			
jealous			
precious			
disastrous			

Stage: 4	Spelling Rules: 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.
List: 14	
Name:	



Spelling Shed

Spellings	Cover your spellings up. Can you add in the missing letters from each word?	
poisonous	_an__rous	m_r_el_ous
dangerous	_____lous	j__lous
mountainous	m__nt__n__s	p_____nous
marvellous	tre___dous	pre__ous
perilous	enor_____	disa___ous
tremendous		
enormous		
jealous		
precious		
disastrous		



Spelling Shed

Stage: 4

List: 15

The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.



Stage: 4

Spelling Rules: The suffix 'ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.

List: 15

Spellings

courageous

outrageous

nervous

famous

adventurous

advantageous

ridiculous

carnivorous

rapturous

torturous

Introduction

Today children are looking again at the 'ous' suffix. The added rule here is that if the 'g' (sounded as a /j/) is to be kept then the 'e' remains on the end.

Main Teaching Activity

Ask children which of these words has a 'g' (/j/) sound.

famous

courageous

nervous

Point out that the usual rule when adding 'ous' is to remove the 'e' from the end of the root word and add 'ous', however when the word has a 'g' /j/ sound then the 'e' remain on the end.

Independent Activity

Have children write 'disadvantageous' on their mini white board and then see who can add the most spelling list words to their scrabble web in 7 minutes. Use power point slide to support students that may need a starting boost.



Spelling Shed

Look at the root words and decide which spelling rule they should follow and which box they should go in to:

courage	fame	ridicule	nerve	outrage
rapture	torture	disadvantage	carnivore	advantage

'e' + 'ous'

'ous'

disadvantageous

o

r

t

u

o

u

famous

Stage: 4	Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
List: 15	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
courageous			
outrageous			
nervous			
famous			
adventurous			
advantageous			
ridiculous			
carnivorous			
rapturous			
torturous			

Stage: 4	Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
List: 15	



Spelling Shed

Spellings

courageous

outrageous

nervous

famous

adventurous

advantageous

ridiculous

carnivorous

rapturous

torturous

Write the correct spelling into each sentence.

The boy was sent home due to his _____ hair style.

It would be _____ to students to do their homework.

I felt _____ in my fancy-dress outfit.

_____ animals eat mostly meat.

The rock stars appeared on stage to a _____ applause.

Time ticked so slowly that it was _____.

The _____ soldier stepped onto the battlefield.

The teacher was _____ when she met the _____ Olympian.

_____ toddlers often get lost.



Spelling Shed

Stage: 4

List: 16

The 'ee' sound spelt with an 'i.'



Spelling Shed

Stage: 4

Spelling Rules: The 'ee' sound spelt with an 'i'.

List: 16

Spellings

merriment

happiness

plentiful

penniless

happily

prettiest

nastiness

beautiful

pitiful

silliness

Introduction

Children are looking today at words which have an /ee/ sound which is spelled with an 'i'.

Ask children if they can think of any words with an /ee/ sound. If they suggest words like 'happy' then show how it can be changed to 'happiness' to demonstrate the /ee/ sound spelled with an 'i'.

Main Teaching Activity

Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the /ee/ sound in each word.

Feedback and discuss how the /ee/ sound is actually spelled with an 'i' in these words.

Independent Activity

Get children to copy down the sentences on the power point and input the correct word from the spelling list in to each gap.

Share answers.

Children could be extended by writing sentences for words not used so far.



Ask children to copy the words on to their white board and then circle the /ee/ sound in each word

merriment	happiness	plentiful	penniless	pitiful
happily	prettiest	nastiness	beautiful	silliness

Stage: 4	Spelling Rules: The 'ee' sound spelt with an 'i.'
List: 16	



Spelling Shed

Spellings

merriment

happiness

plentiful

penniless

happily

prettiest

nastiness

beautiful

pitiful

silliness

Write the correct spelling into each sentence.

The boy was filled with _____ when he saw his new bike.

The children got in to trouble because of their _____ at break time.

The dress was the most _____ thing she had ever seen.

After he bought all of the gifts, John was left _____.

There was so much food at the party, the guests said it was _____.

Stage: 4	Spelling Rules: The 'ee' sound spelt with an 'i.'
List: 16	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
merriment			
happiness			
plentiful			
penniless			
happily			
prettiest			
nastiness			
beautiful			
pitiful			
silliness			

Stage: 4

List: 16

Spelling Rules: The 'ee' sound spelt with an 'i.'

Name: _____

Name: _____



Spellings

merriment

happiness

plentiful

penniless

happily

prettiest

nastiness

beautiful

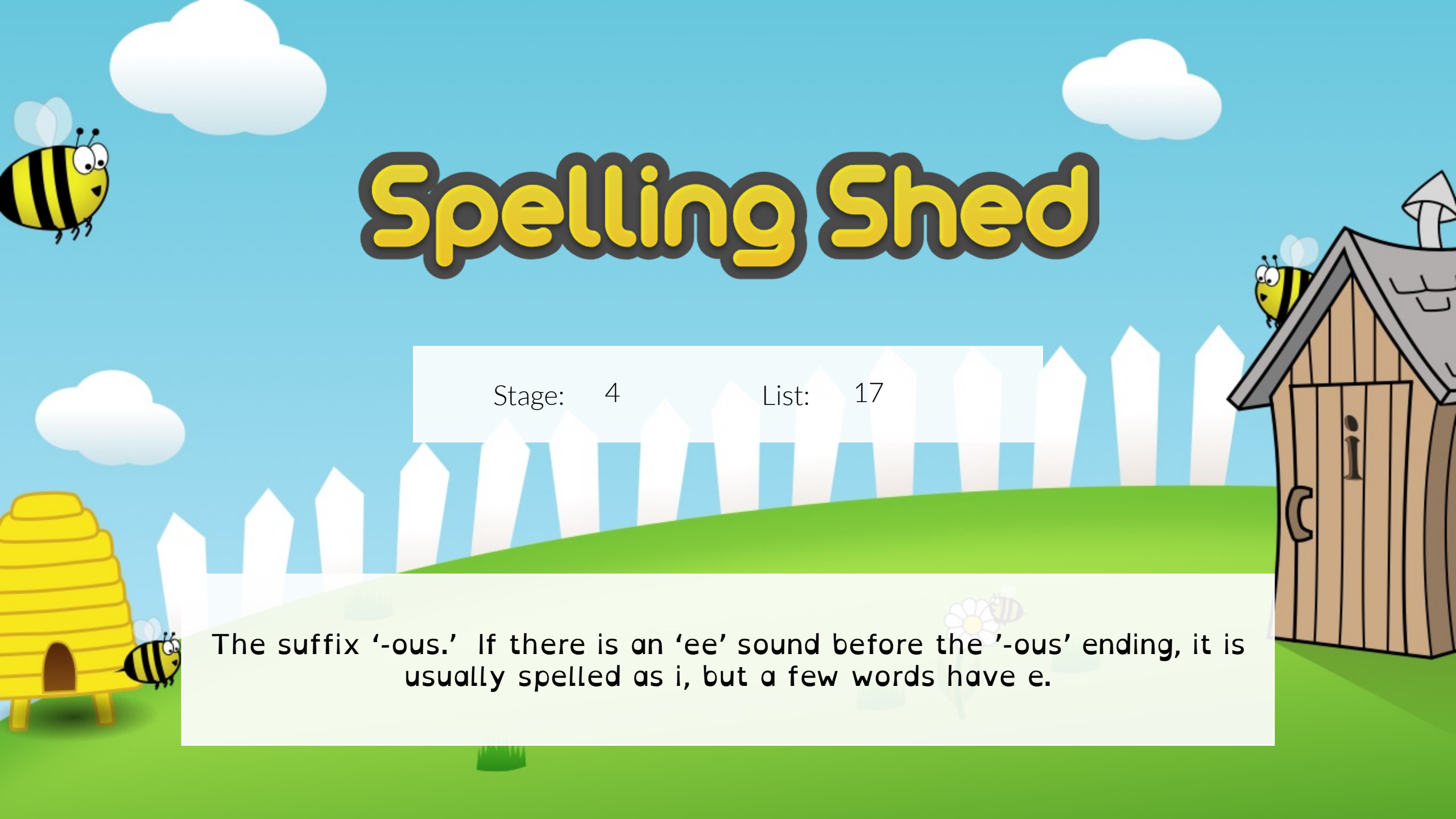
pitiful

silliness

Find the misspelled word in the list.

nations
apples
petits
puffs
ermen
pills
bambino
petals
apkins

Find the missing letters
to complete the missing
word in red.



Spelling Shed

Stage: 4

List: 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.



Stage: 4

Spelling Rules: 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.

List: 17

Spellings

serious

obvious

curious

hideous

spontaneous

courteous

furious

various

victorious

gaseous

Introduction

If there is an /ee/ sound before the 'ous' then the sound is usually spelled with an 'i' but sometimes it is spelled with an 'e' and children just need to learn these tricky words.

Main Teaching Activity

Speed write – children draw a line down the middle of their white boards and write 'i' on one side and 'e' on the other. Show children the spelling list and give them 3 minutes to correctly add as many of them to the 'e' or 'i' side of their whiteboard.

Discuss the outcomes and address misconceptions.

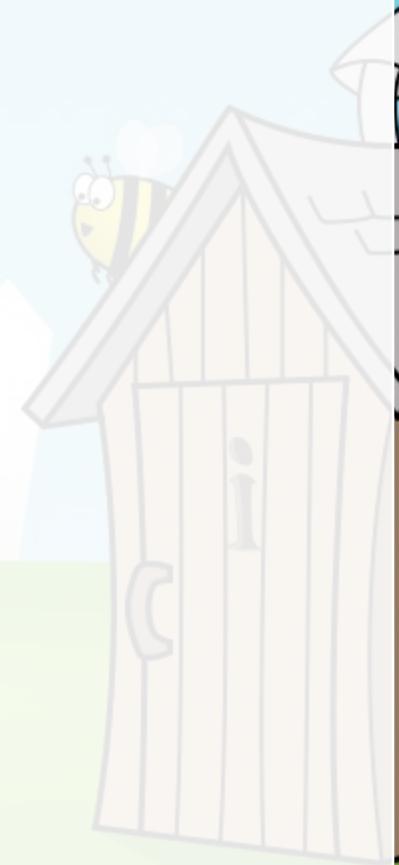
Independent Activity

Children to work in pairs to practise writing the words, one child picks a word and their partner writes it on the whiteboard. The first child checks the word and then they switch roles.



Spelling Shed

serious
obvious
curious
hideous
spontaneous
courteous
furious
various
victorious
gaseous



Stage: 4	Spelling Rules: 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. Name:
List: 17	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
serious			
obvious			
curious			
hideous			
spontaneous			
courteous			
furious			
various			
victorious			
gaseous			

Stage: 4	Spelling Rules: 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.
List: 17	
Name:	



Spelling Shed

Draw a line to match each spelling to its definition.

Spellings

serious

obvious

curious

hideous

spontaneous

courteous

furious

various

victorious

gaseous

easy to see or
notice

eager to learn
something

made up of gas

not joking or
funny

very ugly or
disgusting

done without
planning

the winner's
feeling

how to refer to
a range of
things

very angry

very polite and
respectful



Spelling Shed

Stage: 4

List: 18

Challenge Words

Stage: 4

Challenge Words

List: 18



Spelling Shed

Spellings

breath

business

caught

different

exercise

extreme

medicine

possession

although

thought

Challenge Week

Choose an activity from the Challenge Activity Pack



Stage: 4	Challenge Words Name:
List: 18	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
breath			
business			
caught			
different			
exercise			
extreme			
medicine			
possession			
although			
thought			

Stage: 4	Challenge Words
List: 18	
Name: _____	



Spellings
breath
business
caught
different
exercise
extreme
medicine
possession
although
thought

a	r	h	z	g	w	p	a	l	t	h	o	u	g	h	d
b	r	e	a	t	h	f	o	h	r	e	r	h	s	k	i
t	b	x	i	g	x	j	k	s	q	c	f	i	g	p	f
h	c	e	y	m	c	v	n	l	s	o	m	e	d	l	f
o	s	r	n	f	a	p	n	a	m	e	b	d	a	k	e
u	d	c	x	b	u	s	i	n	e	s	s	y	j	k	r
g	q	i	e	p	g	w	v	o	p	y	e	s	z	j	e
h	y	s	t	o	h	u	u	r	c	q	b	c	i	i	n
t	s	e	e	x	t	r	e	m	e	s	t	b	x	o	t
m	e	d	i	c	i	n	e	t	d	z	a	v	u	w	n

Can you find your spellings hidden in this word search?



Spelling Shed

Stage: 4

List: 19

The 'au' digraph.



Spelling Shed

Stage: 4

Spelling Rules: The 'au' digraph.

List: 19

Spellings

naughty

caught

fraught

automatic

astronaut

cause

author

applaud

taught

audience

Introduction

Children are looking at the 'au' digraph and 10 words with the /aw/ sound.

Main Teaching Activity

Explain to children that the digraph 'au' is pronounced like /aw/ and so they need to learn whether the spelling is 'au' or 'aw'. Ask them to look at the pictures on the board and see if they can work out what the 'au' word is. They can draw/write them on their mini whiteboards!

Click to reveal the answers, highlight the 'au' sound in each word and discuss any misconceptions.

Independent Activity

Using mini whiteboard, see if the children can write one or two sentences using as many of the spelling list or image words as possible. For example:
The naughty astronaut got caught trying to set of the automatic rocket launch.

Share the sentences and discuss!



What word do these images show? Think of words with the 'au' sound in them



haunted



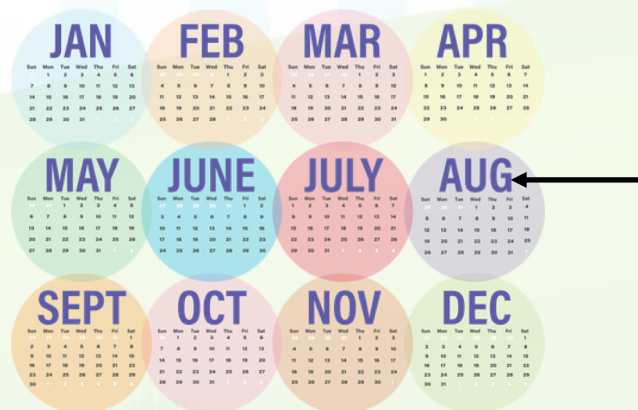
launch



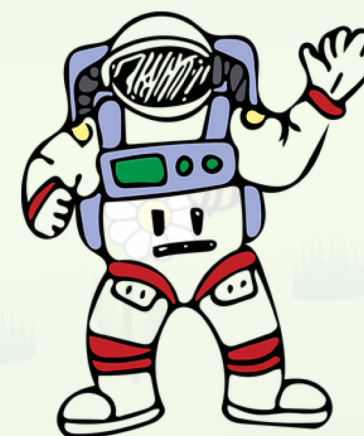
autumn



sauce



August



astronaut



pause

Stage: 4	Spelling Rules: The 'au' digraph.
List: 19	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
naughty			
caught			
fraught			
automatic			
astronaut			
cause			
author			
applaud			
taught			
audience			

Stage: 4	Spelling Rules: The 'au' digraph. Name:
List: 19	



Spellings
naughty
caught
fraught
automatic
astronaut
cause
author
applaud
taught
audience

cau
auto
audi
ast
tau
nau
aut
cau
app
fra

ught
se
laud
ence
ght
ght
ronaut
hor
ghty
matic

Match each half of the spellings with a straight line.

One has already been done for you.



Spelling Shed

Stage: 4

List: 20

The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'



Stage: 4

Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'

List: 20

Spellings

invention

injection

action

hesitation

completion

stagnation

nomination

migration

conservation

selection

Introduction

Looking at the suffix 'ion' explain that when the root word ends with t then the sound is pronounced 'shun' - 'tion'.

When the word ends with 'te' then the 'e' is dropped before 'ion' is added and the sound also becomes 'shun' - 'tion'.

Main Teaching Activity

Using the power point slide ask the children to add the 'ion' suffix to each root word, using the spelling rules above. Then get children to check their answers with a partner and practise reading the words and saying the 'shun' sound.

Share answers and discuss any misconceptions or mistakes.

Independent Activity

Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:

invention - invent - vent

stagnation - sing - tags

migration - gram - tram



Add the 'ion' sound to each of these words. Remember the rules:

- * If the word ends in 't' then add 'ion' on the end
- * If the word ends in 'te' then remove the 'e' then add 'ion'

invent	inject	act	hesitate	complete
stagnate	nominate	migrate	conserve	select

With a partner, check your answers and then practise pronouncing the 'shun' sound at the end of each word.

Stage: 4	Spelling Rules: The suffix 'ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
List: 20	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
invention			
injection			
action			
hesitation			
completion			
stagnation			
nomination			
migration			
conservation			
selection			

Stage: 4	Spelling Rules: The suffix 'ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
List: 20	
Name:	



Spellings
invention
injection
action
hesitation
completion
stagnation
nomination
migration
conservation
selection

Write the correct spelling into each sentence.

The scientist was ready to reveal his new _____ to the world.

The birds are currently starting their _____ to the South.

I was worried about having an _____ from the doctor.

There was a large _____ of sweets for sale.

The new school building was nearing _____.

After months of _____, the two armies marched into _____.

Three children each received a _____ for the school council.

Due to the _____ project there are now more Pandas in the wild.



Spelling Shed

Stage: 4

List: 21

The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'



Stage: 4

Spelling Rules: The suffix 'ion' becomes 'ssion' when the root word ends in 'ss' or 'mit'.

List: 21

Spellings

expression

discussion

confession

permission

admission

impression

obsession

procession

omission

concussion

Introduction

The suffix 'ion' is written as 'ssion' and pronounced with the 'shun' sound when root words end in 'ss' or 'mit'. The rules are:

- When the root word ends in 'ss' then add 'ion' straight on the end.
- When the root word ends in 'mit', drop the 't' and add 'ssion'.

Main Teaching Activity

The trickier spelling rule is for words ending in 'mit' so use the power point slide to show children the method of dropping the 't' and adding 'ssion'. Have them complete the next three independently and then check with a partner.

Get children to come up to the board to show you what each ? represents.

Independent Activity

Get children to pick 5 of their spelling list words and look up a definition for each one. Write the word and its definition on a post it note and, if possible, stick all of the post it notes on a door, window or wall. See if children can use any of their spelling words in their work (or conversations) during the rest of day!

Copy the first method to complete the next three:



omit - t = omi + ssion = omission

remit - ? = ? + ? = remission

admit - ? = ? + ? = admission

permit - ? = ? + ? = permission



Spelling Shed

Stage: 4

Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'

List: 21

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
expression			
discussion			
confession			
permission			
admission			
impression			
obsession			
procession			
omission			
concussion			

Stage: 4	Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
List: 21	
Name:	



Spellings
expression
discussion
confession
permission
admission
impression
obsession
procession
omission
concussion

Circle the 10 correct spellings below.

concussion imppression espression confesion obseesion permission
 confession impression permission admission diskussion ommission
 expression obsession procession admision inpression omission
 prosession expresion procesion discussion addmission permizzion
 confession omission obsession comcussion discusion concusion

Cover your spelling list to make the task trickier!



Spelling Shed

Stage: 4

List: 22

The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'



Stage: 4

Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'

List: 22

Spellings

musician

magician

electrician

politician

mathematician

technician

optician

beautician

physician

dietician

Introduction

Continuing with the 'shun' sound suffix, explain that sometimes it can be spelled 'cian' when the root word ends in a 'c' or a 'cs'.

Can children think of any words that end with 'cian'?

Main Teaching Activity

Give children the word cards and ask them, in pairs or threes, to sort the cards in to piles, depending on their endings.

There should be a pile for 'cian', a pile for 'tion' and a pile for 'ssion'.

Discuss the words ending in 'cian' – what do children notice about them? They are all occupations (jobs).

Independent Activity

Children to use the power point slide to match jobs to their definitions, they then need to write their own definition for the remaining five occupations. A dictionary could be used for support if needed.



Print out and cut up the word cards. One set for each group.

Spelling Shed

omission	magician	permission	discussion	beautician
politician	transmission	occupation	injection	selection
confession	technician	admission	action	electrician

Stage: 4	Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
List: 22	



Draw a line to match five spellings to their definition then write a definition for the missing ones.

Spellings	
musician	<input type="radio"/>
magician	<input type="radio"/>
electrician	<input type="radio"/>
politician	<input type="radio"/>
mathematician	<input type="radio"/>
technician	<input type="radio"/>
optician	<input type="radio"/>
beautician	<input type="radio"/>
physician	<input type="radio"/>
dietician	<input type="radio"/>

someone who plays an musical instrument

a person who performs magic

someone who works with electricity

someone who helps teach about food and diet

a person who works in politics

Stage: 4	Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
List: 22	
Name: _____	













Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
musician			
magician			
electrician			
politician			
mathematician			
technician			
optician			
beautician			
physician			
dietician			

Stage: 4	Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
List: 22	
Name: _____	



Spellings
musician
magician
electrician
politician
mathematician
technician
optician
beautician
physician
dietician

Match each spelling with the job pictured.



Spelling Shed

Stage: 4

List: 23

Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.



Spelling Shed

Stage: 4

Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.

List: 23

Spellings

reluctantly

quickly

generously

unexpectedly

gently

curiously

furiously

seriously

victoriously

courteously

Introduction

Adding ly to a creates an adverb that describes HOW the verb in the sentence is being done. For example

The fox jumped **quickly** – the adverb quickly describes how the fox jumped.

If the root word ends in 'e' remove the 'e' and add 'ly' (gentle/gently)

If the root word ends in 'y', change the 'y' for 'i' and add 'ly'. (sleepy/sleepily)

Main Teaching Activity

Show children the slide and get them to add 'ly' to change each adjective in to the adverb and therefore create their spelling list. One word follows a different rule (gentle/gently) can they spot it? Click twice for transitions on the slide.

Discuss misconceptions and the spelling rules to check children understand them before moving on.

Independent Activity

Add 'ly' to each of these adjectives to turn them in to adverbs –
there is one word that follows a different rule, can you spot it?



reluctant

quick

generous

unexpected

gentle

curious

furious

serious

victorious

courteous

+ ly =

reluctantly

quickly

generously

unexpectedly

gently

this word is different, can
you see how?

curiously


furiously

seriously

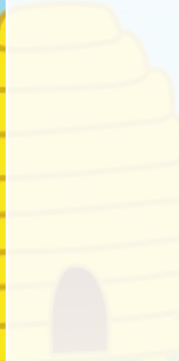
victoriously

courteously

Change the words below in to adverbs by adding 'ly' and then complete the sentences using the correct word.



reluctant
quick
generous
unexpected
gentle
curious
furious
serious
victorious
courteous



The cheetah ran _____ across the dusty land.

Tommy _____ shared his sweets with his sister.

_____, the boy peered in to the dark cupboard.

Alfie stroked his new puppy very _____.

They had won the final match, _____ the team lifted the cup above their heads!

The girl was _____ injured when she fell off her bike.

Stage: 4	Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
List: 23	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
reluctantly			
quickly			
generously			
unexpectedly			
gently			
curiously			
furiously			
seriously			
victoriously			
courteously			



Name:

courteously

Choose five of these sentences to use in a sentence.
Make it trickier by starting your sentence with the spelling word.



Spelling Shed

Stage: 4

List: 24

Challenge Words

Stage: 4

Challenge Words

List: 24



Spelling Shed

Spellings

group

height

particular

potatoes

separate

surprise

through

various

though

woman

Challenge Week

Choose an activity from the Challenge Activity Pack

Stage: 4	Challenge Words Name:
List: 24	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
group			
height			
particular			
potatoes			
separate			
surprise			
through			
various			
though			
woman			

Stage: 4

Challenge Words

List: 24

Name:



Spelling Shed

Spellings

group

height

particular

potatoes

separate

surprise

through

various

though

woman

		o	t		t		e	s							
	a														
	r										g	h			
						h		p					w		
	c							i					m		
									e	p	a		a	t	
	l							e							i
	a		i		u	s									
	r														h
															t

Fill in the blanks to
complete the grid.



Spelling Shed

Stage: 4

List: 25

Homophones – words which have the same pronunciation but different meanings and/or spellings.



Stage: 4

Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.

List: 25

Spellings

scene

seen

whose

who's

affect

effect

here

hear

heel

heal

Introduction

Can the children remember 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. Remind them how near homophones have slightly different pronunciations.

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.

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.



Spelling Shed

It was so noisy, the boy struggled to _____ what his mum said.

Which is the correct spelling?

here

hear



Spelling Shed

The teacher had lost the whiteboard
rubber, she asked is anyone had
_____ it.

Which is the correct spelling?

seen

scene



Spelling Shed

_____ are these trainers?

Which is the correct spelling?

whose

who's



Spelling Shed

At last her broken arm had begun
to -----!

Which is the correct spelling?

heel

heal



Spelling Shed

The _____ of plastic on the environment is devastating.

Which is the correct spelling?

effect

affect

Stage: 4	Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 25	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
scene			
seen			
whose			
who's			
affect			
effect			
here			
hear			
heel			
heal			

Stage: 4	Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 25	
Name:	



Spellings
scene
seen
whose
who's
affect
effect
here
hear
heel
heal

Choose one of your spellings to complete the sentence.
Only one of the pair is correct.

The opening of the story set the _____ for the reader.

“_____ socks are these?” asked the teacher.

The medicine had an immediate _____.

It was difficult to _____ over the noise in the playground.

Daniel hurt his _____ playing football in the park.



Spelling Shed

Stage: 4

List: 26

The /s/ sound spelt c before 'i' and 'e'.



Stage: 4

Spelling Rules: The /s/ sound spelt c before 'i' and 'e'.

List: 26

Spellings

circle

century

centaur

circus

princess

voice

medicine

celebrate

celery

pencil

Introduction

Today we will look at the /s/ sound when it is spelled with a 'c'. This occurs generally when the 'c' comes before an 'i' or an 'e'.

Main Teaching Activity

Show children the slide and ask them to, using mini whiteboard, sort the spelling list words in to words with 'i' before 'c' and words with 'e' before 'c'.

Discuss misconceptions and check understanding.

Independent Activity

Using the power point ask children to work independently to identify the images and then spell what they are. Remind children that the 's' sound in the words will be spelled using a 'c'.

Check answers and discuss errors or misconceptions.

Get children to sort the spelling list words in to ones where the 'c' comes before an 'i' and ones where the 'c' comes before an 'e'.



Spelling Shed

circle
century
centaur
circus
princess

voice
medicine
celebrate
celery
pencil

'i' before c

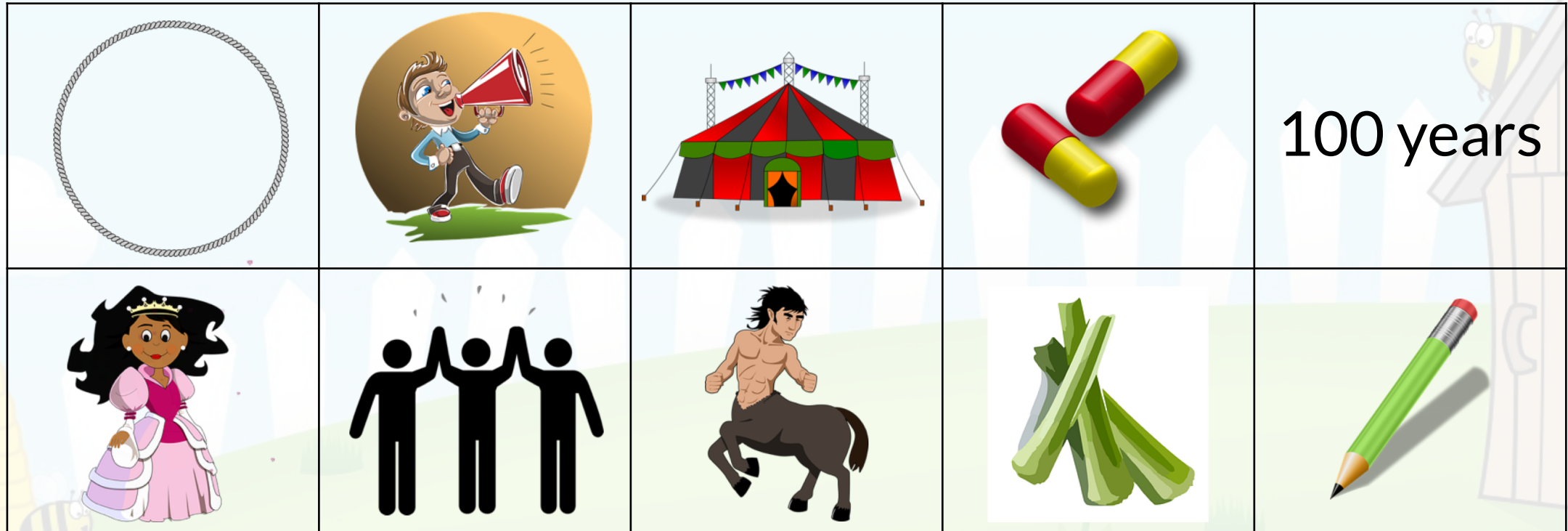
'e' before c





Spelling Shed

Look at the images below, can you spell what they are?



Stage: 4	Spelling Rules: The /s/ sound spelt c before 'i' and 'e'.
List: 26	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
circle			
century			
centaur			
circus			
princess			
voice			
medicine			
celebrate			
celery			
pencil			



Spelling Shed

Stage: 4

List: 27

Some words have similar spellings, root words and meanings. We call these word families. This list contains 'sol word family' and 'real word family' words.



Stage: 4

List: 27

Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. This list contains 'sol word family' and 'real word family' words.

Spellings

solar

solution

soluble

insoluble

dissolve

real

reality

realistic

unreal

realisation

Introduction

There are words in English that have similar spellings, root words and meanings and these are called word families. Today we will look at words with 'sol' and words with 'real' in them.

Main Teaching Activity

Speed sort! Ask children to very quickly divide their spelling list in to 'sol' words and 'real' words by writing them under two headings on their white boards. Give them two minutes and make sure they check their spellings are correct!

Independent Activity

Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.

The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.

Stage: 4	Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. Today's lists has 'sol word family' and 'real word family' words.
List: 27	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
solar			
solution			
soluble			
insoluble			
dissolve			
real			
reality			
realistic			
unreal			
realisation			

Stage: 4	Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
List: 27	
Name: _____	



Spelling Shed

Spellings
solar
solution
soluble
insoluble
dissolve
real
reality
realistic
unreal
realisation

a	i	x	r	p	s	r	c	t	m	u	n	r	e	a	l
b	n	m	v	l	j	e	j	k	j	m	h	e	a	g	z
s	s	o	i	w	h	a	h	g	i	k	f	s	d	q	n
o	o	v	r	e	a	l	i	s	a	t	i	o	n	d	y
l	l	w	x	h	m	i	d	o	r	h	g	l	c	e	o
u	u	t	d	i	s	s	o	l	v	e	w	u	b	f	x
t	b	s	y	j	d	t	e	a	l	v	n	b	c	g	p
i	l	b	k	c	q	i	e	r	r	e	a	l	i	t	y
o	e	n	a	z	m	c	f	g	u	p	t	e	l	r	s
n	s	t	u	r	e	a	l	i	s	a	t	i	o	n	q

Can you find your spellings hidden in this word search?



Spelling Shed

Stage: 4

List: 28

Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family' words are in this spelling list.



Spelling Shed

Stage: 4

Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family' words are in this spelling list.

List: 28

Spellings

phone

telephone

phonics

microphone

phonograph

sign

signature

assign

designer

signaller

Introduction

There are words in English that have similar spellings, root words and meanings and these are called word families. Today we will look at words with 'phone' and words with 'sign' in them.

Main Teaching Activity

Using the power point slide, discuss the linking sound in today's list and then ask children to come up to the board and underline the sound in each word.

Discuss how, despite being spelled the same in each word, they can still be pronounced differently e.g. sign and signature.

Independent Activity

Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.

Discuss the meanings of the words below and then ask children to come out and underline the linking sound in each word.

phone	telephone	phonics	microphone	phonograph
signature	assign	sign	designer	signaller



Spelling Shed

Stage:

Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family'

List: 28

Spellings

phone

telephone

phonics

microphone

phonograph

sign

signature

assign

designer

signaller

Play word 'tic tac toe'. In pairs, children each select a word from the list and try to write it three times (spelled correctly) in a row. After someone wins, start again with new words from the list.

telephone

designer

designer

telephone

designer

usually

Stage: 4	Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. Today's spelling lists has 'phon word family' and 'sign word family' words.
List: 28	
Name: _____	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
phone			
telephone			
phonics			
microphone			
phonograph			
sign			
signature			
assign			
designer			
signaller			

Stage: 4	Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. Today's word lists have 'phon word family' and 'sign word family' words.
List: 28	
Name:	



Spelling Shed

Spellings

phone
telephone
phonics
microphone
phonograph
sign
signature
assign
designer
signaller

ph
telep
pho
micro
phono
si
signa
as
desi
sign

ture
naller
hone
gn
sign
one
phone
gner
nic
graph

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling.



Spelling Shed

Stage: 4

List: 29

Prefixes – 'super-' 'anti' and 'auto.'



Spelling Shed

Stage: 4

Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'

List: 29

Spellings

supermarket

superman

superstar

superhuman

antiseptic

anticlockwise

antisocial

autobiography

autograph

automatic

Introduction

Today children will look at using the prefixes 'super', 'anti' and 'auto'

Main Teaching Activity

Using the power point slide, show children a root word. Ask them to write the prefix they think goes with it on their whiteboard and get them to hold their whiteboards up. Ask a child to try and use the word in a sentence.

Independent Activity

Give children the list of root words and the three prefix cards, in pairs get them to match the root word with the prefix and then write them on their white boards. There are additional words to just the spelling list words so a dictionary may be needed to check answers. Some words are not clear root words but will become a word once the prefix is added e.g. stitious/superstitious.



Which prefix would
accompany this word?:

market

supermarket

Use it in a sentence!





Spelling Shed

Which prefix would
accompany this word?:

septic

antiseptic

Use it in a sentence!



Which prefix would
accompany this word?:

biography

autobiography

Use it in a sentence!





Spelling Shed

Which prefix would
accompany this word?:

star

superstar

Use it in a sentence!



Which prefix would
accompany this word?:

clockwise

anticlockwise

Use it in a sentence!





Print out and cut up the word cards. One set for each group.

anti	super	auto	mobile	septic
human	histamine	social	naturel	biography
pilot	stitious	graph	woman	virus
model	market	cipation	matic	focus

Stage: 4	Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'
List: 29	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
supermarket			
superman			
superstar			
superhuman			
antiseptic			
anticlockwise			
antisocial			
autobiography			
autograph			
automatic			

Stage: 4

Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'

List: 29

Name:



Spelling Shed

Spellings

supermarket

superman

superstar

superhuman

antiseptic

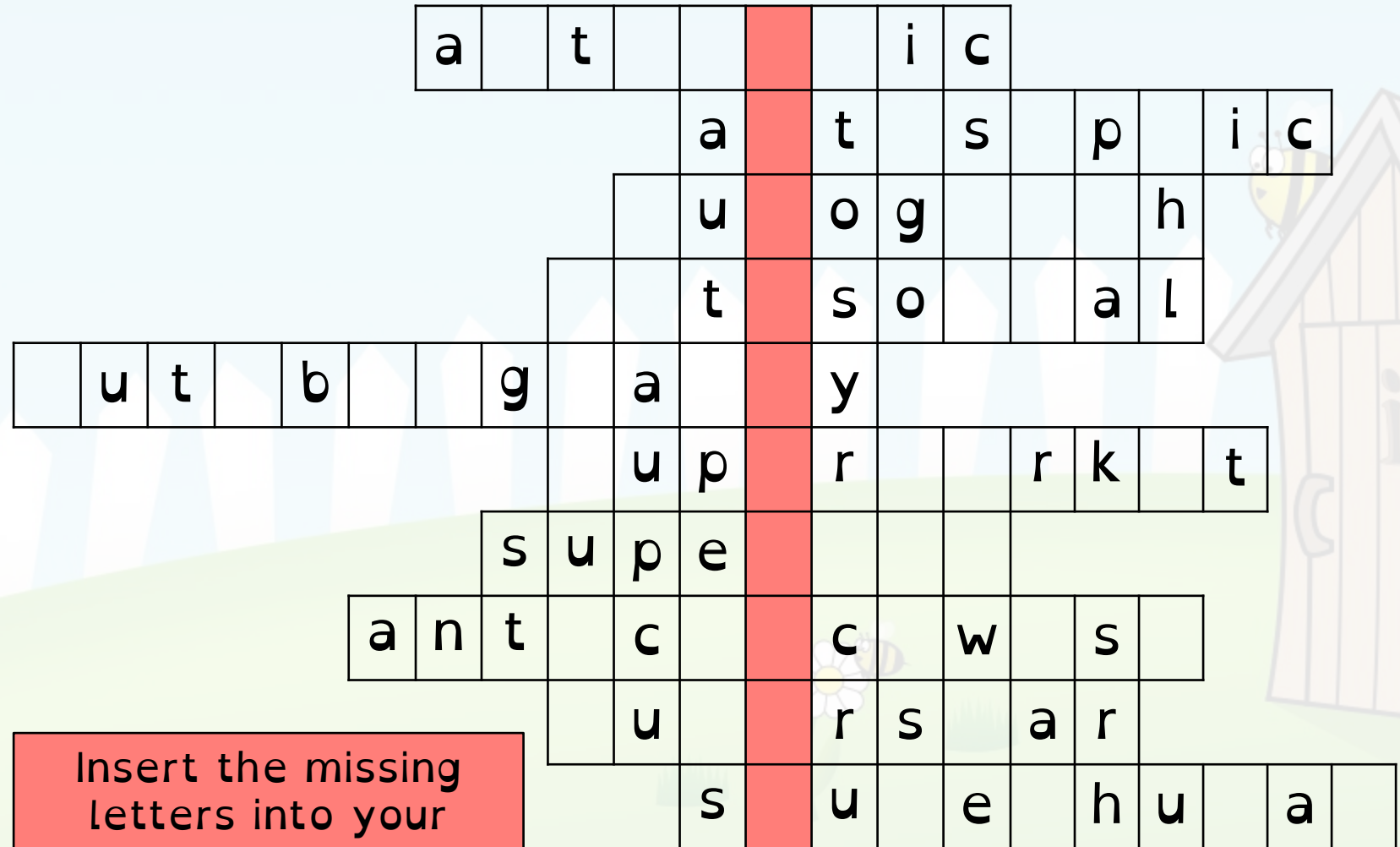
anticlockwise

antisocial

autobiography

autograph

automatic



Insert the missing letters into your spellings to find a new 'anti-' word.



Spelling Shed

Stage: 4

List: 30

The prefix bi- meaning two



Spelling Shed

Stage: 4

Spelling Rules: The prefix bi- meaning two.

List: 30

Spellings

bicycle

biplane

biped

bicentennial

biannual

bilingual

bicuspid

biceps

binoculars

bisect

Introduction

Explain that the prefix 'bi' means two. Can children think of any words that begin with 'bi'? Discuss any suggestions and see if you can work out how the word two is relevant – e.g. bicycle means two wheels, bilingual means two languages.

Main Teaching Activity

Using the power point slide, get children to add the prefix 'bi' to each of the words to create a new word on their whiteboards.

To extend children you could ask them to use three of the words in a sentence.

Feedback words and sentences to check for accuracy and understanding.

Independent Activity

Children to complete the definition for five of their spelling list words, using a dictionary. Children could work independently or in pairs.

Children could be extended by looking up other 'bi' words in the dictionary, writing two definitions for it (one correct and one made up), they could then test the class to see which one they think is correct (like Balderdash).



Spelling Shed

lingual

centennial

cycle

lateral

+ bi

plane

furcated

annual

sect

noculars

polar

Stage: 4	Spelling Rules: Spelling Rules: The prefix bi- meaning two.
List: 30	



Use a dictionary to find out what your spellings mean.
Create your own definition for 5 of your words.

Spellings
bicycle
biplane
biped
bicentennial
biannual
bilingual
bicuspid
biceps
binoculars
bisect

Your word	Your definition

Stage: 4	Spelling Rules: The prefix bi- meaning two.
List: 30	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
bicycle			
biplane			
biped			
bicentennial			
biannual			
bilingual			
bicuspid			
biceps			
binoculars			
bisect			

Stage: 4	Spelling Rules: The prefix bi- meaning two. Name:
List: 30	



Spelling Shed

Spellings
bicycle
biplane
biped
bicentennial
biannual
bilingual
bicuspid
biceps
binoculars
bisect

Add the bi-prefix to create these new words.
Highlight the 10 that are your spellings.

bi + ceps =		bi + cycle =	
bi + ennial =		bi + noculars =	
bi + plane =		bi + valve =	
bi + annual =		bi + sect =	
bi + focal =		bi + lateral =	
bi + ped =		bi + centennial =	
bi + athlete =		bi + monthly =	
bi + cuspid =		bi + lingual =	