

KS2

# Spellings for year 4

TEACHING  
PACK

- Divided into six terms of six weeks, each focusing on a different rule
- Weekly differentiated spelling lists and worksheets
- Spelling templates and suggestions for games



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## Introduction

This pack covers all the spelling rules for years 3 and 4 as defined by the Department for Education's English Programme of Study.

The pack is divided into six sections: one for each term. Each of these sections is divided into six subsections: one for each week of the term. Each week, children are introduced to a different spelling rule and to any exceptions to the rule. The 'get thinking' section acts as a quick warm-up activity that can be used in the classroom or at home. There then follows two differentiated word lists, list A and list B, for children to learn. Each subsection ends with at least one worksheet and a challenge to consolidate learning. Answers are included where appropriate.

The pack follows a 'pick-up-and-go' format to enable teachers to photocopy the rule, the word lists and the worksheets for completion in class or at home.

At the end of the pack, you'll find a Look/Say/Cover/Write/Check template, a template for a Word of the Week, and some suggestions for further spelling games and activities.

Teachit Sample

# 1. Making plurals from words that end with **-y** (revision)



## The rule

If a singular noun ends in **-y** and the letter before the **-y** is a consonant, change the **y** to **i** and then add **-es** to make the noun plural.

If the singular noun ends in **-y** and the letter before the **-y** is a vowel, simply add an **-s** to make it plural.

## The exceptions

If a proper noun ends with a consonant **+y**, only an **-s** is added to make a plural. For example:

There are five **Amys** in my class.



## Get thinking!

Look at how the plurals are formed in the words below:

baby = babies

The **y** has changed to **i** and then **es** has been added. This is because the word baby ends with a consonant **+y**.

donkey = donkeys

The **y** has remained and only **s** has been added. This is because the word donkey ends with a vowel **+y**.

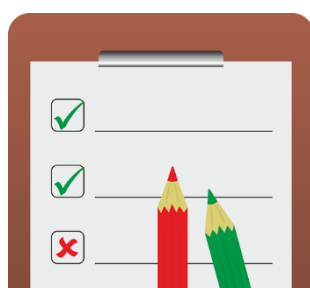
Try making the following words plural:

- jelly
- key
- lorry

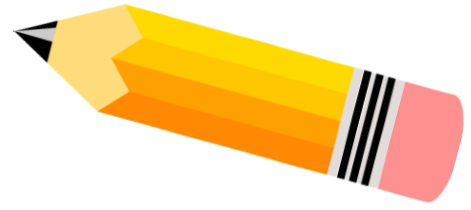


## Word list

List A	List B
families	replies
copies	enemies
babies	libraries
ladies	activities
berries	supplies
spies	theories
alleys	surveys
birthdays	delays
trays	chimneys
keys	turkeys



# Worksheet



Oh dear! Look what happens when you don't practise for your spelling test! Look at the words below.

Can you circle the words spelt correctly?

If a word is spelt incorrectly, can you write it again and use the correct spelling?

ospreys .....

kidnies .....

gallerys .....

strays .....

gangways .....

displays .....

trolleyies .....

motorways .....

butterflys .....

teddies .....

candys .....

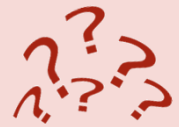
families .....

strategys .....

identities .....

## Challenge

Can you think of at least two more words that end with consonant + y and two that end with a vowel + y? Write their plural forms in the table below, and then use a dictionary to check you have spelt each word correctly.



consonant +y	vowel +y

## 2. Adding suffixes beginning with vowels to words with more than one syllable



### The rule

If the last syllable of the word is stressed and ends with one consonant letter which has one vowel before it, the final consonant letter is doubled before any ending beginning with a vowel is added.

### The exceptions

The consonant letter is not doubled if the syllable is unstressed. **In this unit, we'll look at these exceptions.**



### Get thinking!

Look at how the following words are formed when adding suffixes starting with vowels:

garden + er = **gardener**

garden has two syllables: gar + den

When we say **garden**, the first syllable is stressed: **garden**

This is why the final consonant is not doubled when adding **-er**.

Compare this to:

begin + (n)er = **beginner**

begin has two syllables: be + gin

When we say **begin**, the second syllable is stressed: **begin**

This is why the final consonant is doubled when adding **-er**.

Show what happens when you add **-er** to:

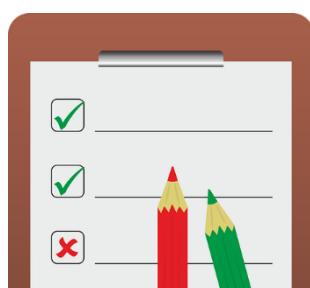
- control
- listen



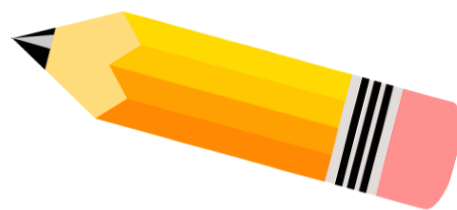


## Word list

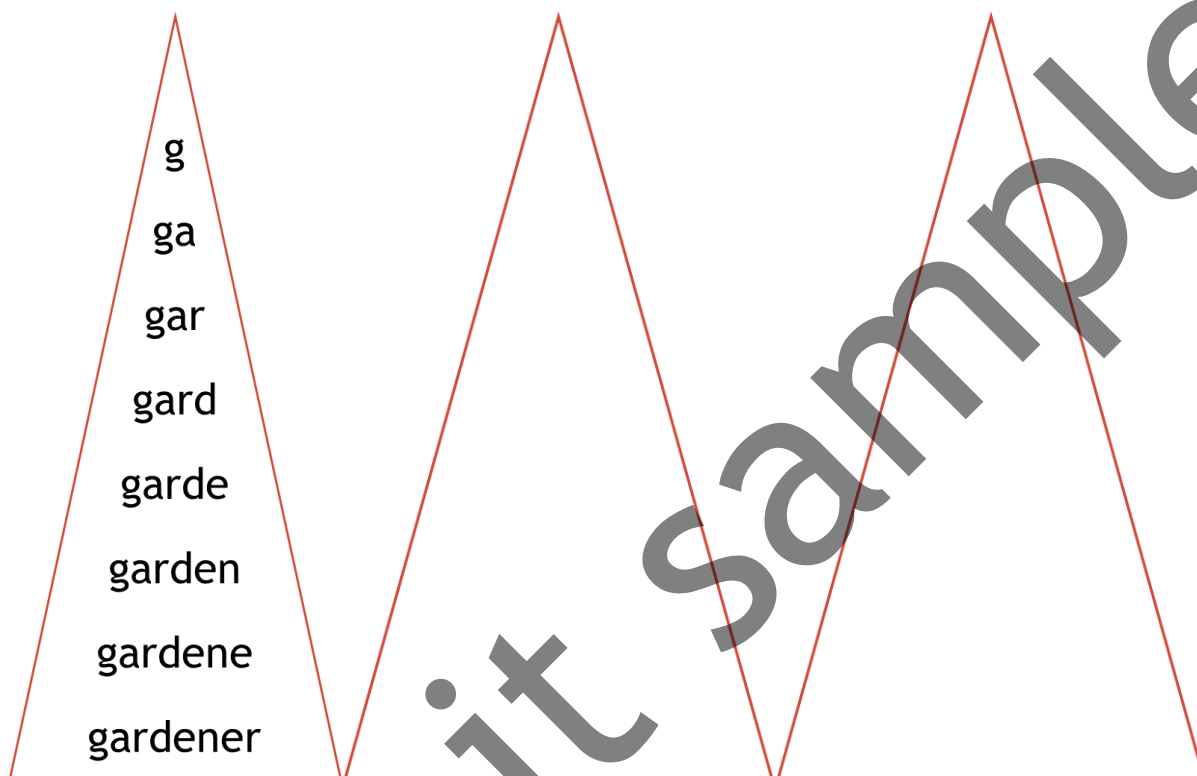
List A	List B
gardener	listener
gardening	threatening
limiting	answered
limited	limitation
listening	visitor
happening	focused
visited	weakening
profiting	alteration
sharpener	budgeted
information	informant

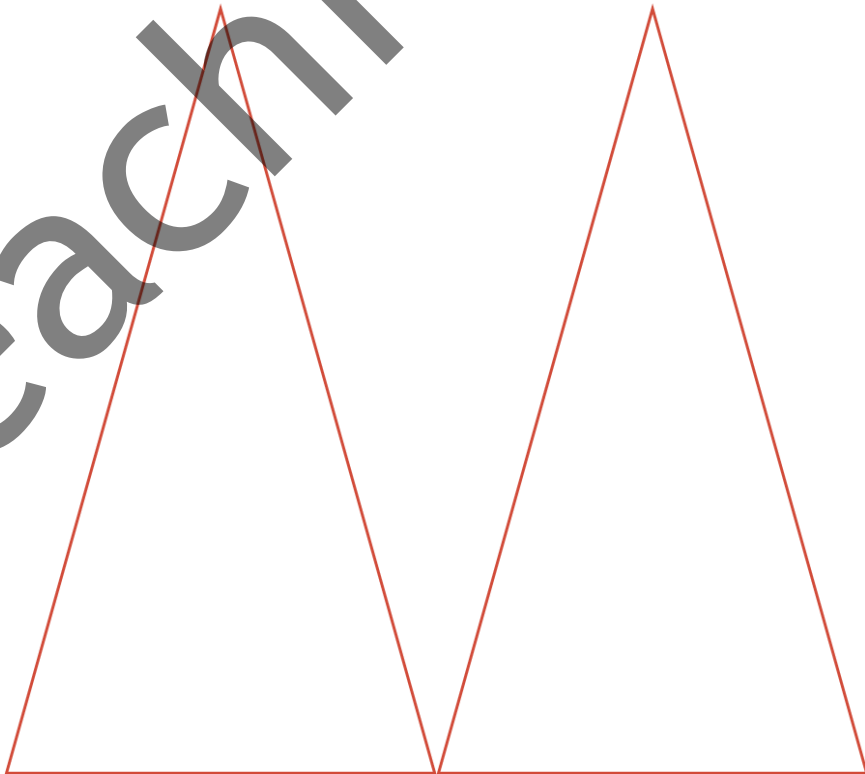
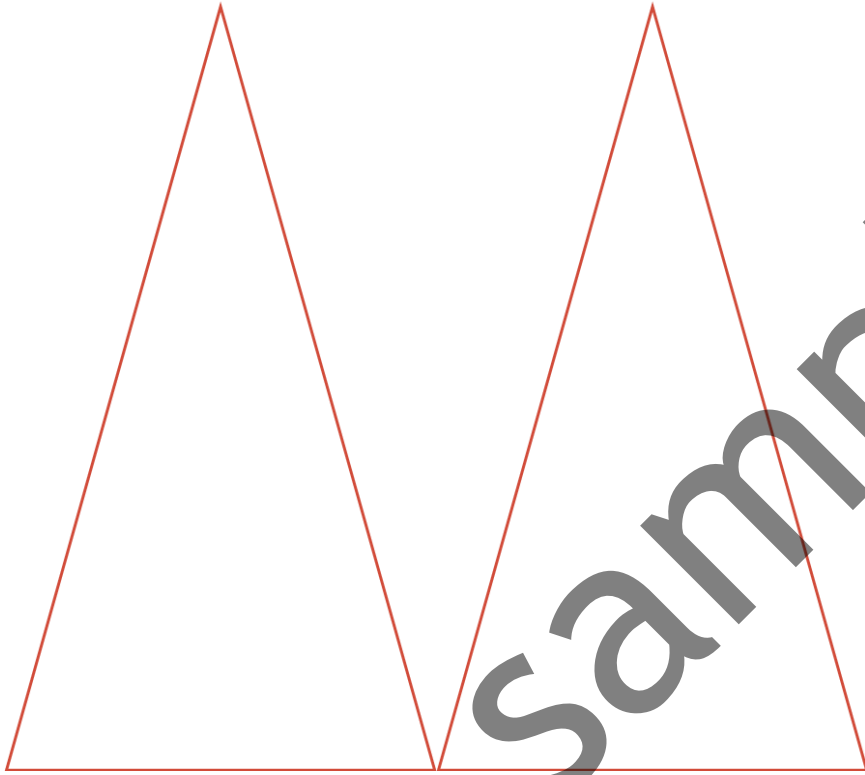


## Worksheet



Create a word pyramid for each of the words on your list. The top of the pyramid should be the first letter, the next row is the first two letters, the next row is the first three letters and so on. Follow the example below.





Teachit Sample

## Challenge

How many different vowel suffixes can you add to the root words below to make new words? You must decide whether you need to double the final consonant or not. Remember, the words should be real words!



reason admit profit afford  
 refer comfort begin assist  
 transfer defend mistreat open

-er	-ed	-ing
-able	-ation	-ant