

Exemplar planning guidance for the teaching of spelling and phonics in Years 3 and 4

Block 1 phonemic / phonological	Block 2 morphological	Block 3 morphological
<p>Ideally phonics should be taught in Y3 to support spelling in Y4 then consolidated when needed</p> <p>Phonics teaching to be covered over:</p> <ul style="list-style-type: none"> • the /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth <i>(Phase 5 alternative pronunciation for /y/)</i> • the /ʌ/ sound spelt ou e.g. young <i>(new teaching)</i> • words with endings sounding like /ʒə/ - sure e.g. treasure or /tʃə/ -ture e.g. creature <i>(In Phase 5 treasure was introduced with the new phoneme /zh/ and (s)ure as an alternative spelling)</i> • endings which sound like /ʒən/ e.g. - sion e.g. division <i>(SB Y5 term 2)</i> • endings that sound like /ʃən/ spelt tion, sion, ssion and cian <i>(SB Y5 term 2)</i> • words with /k/ sound spelt ch (Greek in origin) e.g. chorus <i>(Phase 5 alternative pronunciation)</i> • words with the /ʃ/ sound spelt ch (mostly French in origin) <i>(Phase 5 alternative pronunciation)</i> • spelling words ending with /g/ sound spelt -gue and /k/ sound spelt -que (French in origin) <i>(new teaching)</i> • words with the /s/ sound spelt sc (Latin 	<p>Revision of phonics should carry on throughout Y3 and Y4 as necessary Pay special attention to rules adding suffixes</p> <p>Recap the use of prefixes (un was introduced in Y1) More prefixes un, dis, mis, in, re <i>(link to Y3/4 word list)</i> <i>S for S Y4 term 3 p67 dis and re</i> <i>SB Y3 term 1 un, dis, re</i> <i>SB Y3 term 3 mis</i> <i>S for S Y5 term 2 p79 dis, mis, un</i></p> <p>Adding suffixes beginning with vowels to words with more than one syllable ing, en, er, ed and tion <i>(link to S for S Y3/4 word list)</i> <i>S for S Y2 term 2 p26 ing revision</i> <i>S for S Y3 term 1 p33 ed and ing</i> <i>S for S Y3 term 2 p 43 er links to work on comparatives</i> <i>S for S Y4 term 3 p68 tion links to work on compounding words</i> <i>SB Y4 term 3 tion</i></p> <p>Homophones or near homophones <i>Builds on work covered in Y2</i> <i>SB Y4 term 1 common homophones</i></p>	<p>Revision of phonics should carry on throughout Y3 and Y4 as necessary Pay special attention to rules adding suffixes</p> <p>Recap the previously taught prefixes More prefixes sub, inter, super, anti and auto <i>(link to S for S Y3/4 word list)</i> <i>S for S Y4 term 3 p68 and Y5 term 3 p87 auto</i> <i>S for S Y5 term 2 p79 anti</i> <i>S for S Y6 term 2 p97 un, de, anti and dis</i> <i>SB Y5 term 1 - auto</i></p> <p>The suffix ation <i>Not explicitly taught in S for S</i> <i>SB Y5 term 2</i></p> <p>The suffix ly <i>(link to S for S Y3/4 word list)</i> <i>Y3 term 2 ii p43 extends understanding</i> <i>SB Y3 term 2</i></p> <p>The suffix ous <i>(link to S for S Y3/4 word list)</i> <i>See S for S Y5 p83 for extension on rules when adding suffixes to words ending in e, y and ie</i></p> <p>Possessive apostrophe in plural words <i>(direct</i></p>

Exemplar planning guidance for the teaching of spelling and phonics in Years 3 and 4

<p>in origin) (<i>Phase 5 alternative spelling</i>)</p> <ul style="list-style-type: none"> words with the /ei/ sound spelt ei, eigh, or ey (<i>Phase 5 alternative spellings</i>) <p>Elements of the above have been taught in phase 5 (Y1) phonics and need to be referred back to when teaching e.g. /sh/ sound spelt ch (teachers will need a good knowledge of phase 5 content)</p>	<p>Words that are often misspelt when prefixes or suffixes are <i>added</i> (<i>apply to prefixes and suffixes that have already been covered</i>)</p>	<p><i>link to Y4 grammar appendix) builds on work covered in Y2 on singular nouns)</i></p> <p>Words that are often misspelt when prefixes or suffixes are added (<i>apply to prefixes and suffixes that have already been covered</i>)</p>
---	--	--

The above objectives are linked into assessment for learning, cross-curricular links and grammar objectives

See word list for Years 3 and 4; these words can be aligned with the objectives (NC p59). *The lists in the appendix provide examples of words which embody each pattern taught, together with a number of other words, some of which embody unusual GPCs*

Revision of Y2 phonics in term 1 Y3

Revision of Y3 phonics in term 1 Y4

Use phonics tracker as a basis for assessment for learning

Cross referenced with:

Letters and Sounds (Phase 5)

<https://www.gov.uk/government/publications/letters-and-sounds>

Support for Spelling (S for S)

http://dera.ioe.ac.uk/687/1/01109-2009PDF-EN_01.pdf

KS2 Spelling Bank (SB)

http://www.educationbooks.co.uk/images/nls_spellingbank008601.pdf