

No Nonsense
Spelling

A complete spelling programme
Year 4

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Introduction

What is the *No Nonsense Spelling* Programme?

The *No Nonsense Spelling* Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

How *No Nonsense Spelling* is organised

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. The overall pathway can be found on the USB stick.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

The lesson plans

The lessons themselves then follow the structure below:

Lesson	<i>Reference to year group, block of lessons and lesson number in sequence</i>
Lesson type	<i>Revise/Teach/Learn/Practise/Apply/Assess</i>
Lesson focus	<i>The particular spelling focus for the day</i>
Resources needed	<i>A list of the resources that will be needed. These might be documents that are photocopied or printed in advance so that flashcards can be prepared, or presentations to display the task/activity on a whiteboard. The resources are featured at the end of each book for reference. Editable versions are available on the USB stick, which can be copied and pasted into your own documents and edited.</i>
Teaching activity	<i>Key teaching points, sometimes including extra notes and tips for the teacher</i>

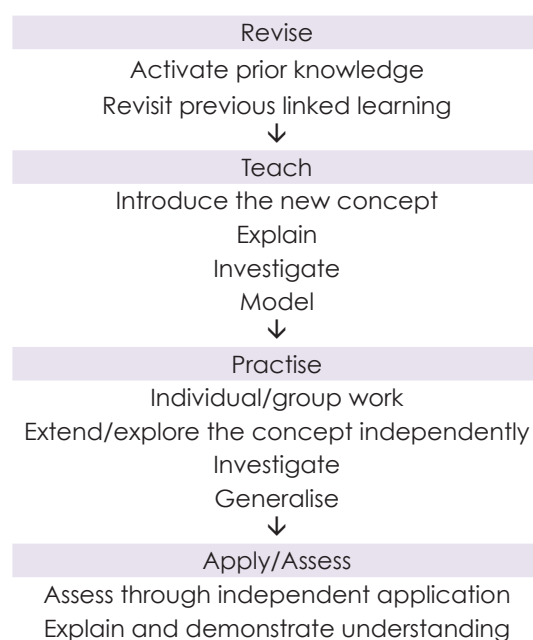
Each lesson is approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The Supporting Resources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used.

Supporting Resources

The Supporting Resources include pictures and word lists, which can be photocopied and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes. The Resources are featured at the end of each book for reference and as editable Word documents on the USB stick, which can be copied and pasted to be used on classroom whiteboards and in other documents.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies.

By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings. The value of a school policy and possible approaches are explored further on page 9, 'Learning spellings'.

You will find the following referred to in the lessons:

Modelling: An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.

Spelling partners: Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.

Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Error Analysis

Error Analysis can be used to assess what strategies pupils are using in their day-to-day writing. It can also help identify where to put emphasis in the programme – for the whole class, groups or individuals. Error Analysis can also be repeated to assess progress over a longer period of time.

A template for a suggested grid for Error Analysis can be found in the Supporting Resources.

How to complete an Error Analysis:

- 1 Choose one piece of independent writing from each pupil.
- 2 Identify all the spelling errors and record them on the grid. Decide what you think is the main source of the error and record the word in the corresponding column. It is a good idea to record the word as the pupil has spelt it.
- 3 Identify any patterns. Quite quickly you will be able to see which aspect of spelling needs to be addressed.

The headings on the grid included are

- Common exception words
- GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other.

These headings correspond to key strands within the National Curriculum. These could be changed or further areas added if needed.

Year	Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Others
	friend whent	perants far clouser (closer) flow (flew) amzing nealy eaven	their (there) x 2.	pkond horrerfied		argamant argement



Have a go sheets	These are a key component of Strategies at the point of writing. They are introduced in the Year 2 programme and then revisited in Years 3, 4, 5 and 6. Schools need to decide how Have a go will form part of their spelling policy, together with the use of spelling journals and establishing routines for attempting unknown spellings. A Have a go sheet template is provided in the Supporting Resources. Have a go sheets can take several different forms, for example: • a large sheet of paper on a table that pupils write on when they need to. • sheets stuck in all pupils' books that fold out when pupils are writing • a book placed on the table open at a clean sheet for pupils to use. • a page in pupils' spelling journals. Note: it is important that teachers have an enlarged version of a Have a go sheet displayed for modelling when writing in any curriculum area and at any time in the school day. Introducing Have a Go: 1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part. You could refer to a GPC chart to find the choices if appropriate. 2. Model writing the word with two or three choices on your own enlarged version of a Have a go sheet and then model choosing the one that you think looks right and using it in your sentence. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices. 3. If you are still unsure of the spelling, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time. 4. Model continuing with writing and <i>not</i> checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed. 5. Make sure you model this process briefly in writing in all curriculum areas. 6. Pupils use their own Have a Go sheet (or group sheet) whenever they write and refer to GPC charts and other classroom displays as support, as well as specific strategies that have been taught for using at the point of writing. 7. Remind them never to make more than three attempts at a word. Misspelt words will need to be corrected in line with your school's spelling and marking policy. Some of these words may be included in pupils' individual word lists for learning. To see lessons where Have a go strategies are first introduced, please refer to Year 2 Block 1 Lessons 11 and 17.
GPC (grapheme-phoneme correspondence) choices chart	The teaching of spelling complements very much the teaching of phonics. It is anticipated that the school will draw upon the GPC charts used in their phonics programme to work alongside the teaching of spelling.



Individual whiteboards	Individual whiteboards these can be used in a variety of ways to support lessons including checking spelling attempts, Quickwrite and Have a go.
Working wall	It is really useful to have a small area of display space in the classroom that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.

Learning spellings

A school policy can help inform

- the strategies for learning spellings that are being taught
- routines for learning spellings
- links with home learning.

Learning needs to happen in school and at home. There is little evidence, though, that the traditional practice of learning spellings (usually 10) at home and being tested on them (usually on a Friday) is effective. However, there is a high expectation within the new National Curriculum that pupils will learn many increasingly complex words. Within the programme, learning spellings is built into each six-week block. Within the sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words.

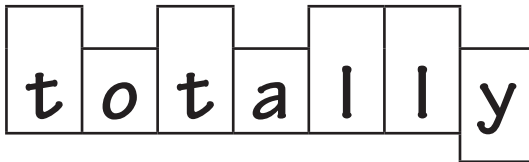
Tips for learning spellings at home

Learning at home needs to be an extension of the practice in school. Consider

- limiting the number of words to five or less a week to ensure success and enable deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
- assessing spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

The learning strategies on the next two pages are introduced incrementally throughout the programme and can then be used to support learning spellings at home.



Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 





Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>: f_____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.



Year 4 National Curriculum requirements

Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proofreading spellings after writing*
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals (for example, *girls'*, *boys'*) and in words with irregular plurals (for example, *children's*)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proofread for spelling errors.

* non-statutory



Year 4 lesson plans

Year 4 Term 1 overview

Block 1 – autumn first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Learn/Practise Strategies for learning words: words from statutory spelling list	Lesson 3 Assess Words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Words ending /ʒə/	Lesson 5 Practise Words ending /ʒə/	
Week 3	Lesson 6 Assess Words ending /ʒə/	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Teach From Year 2: possessive apostrophe with singular proper nouns
Week 4	Lesson 9 Practise From Year 2: possessive apostrophe with singular proper nouns	Lesson 10 Teach Homophones (peace/piece, main/mane, fair/fare)	
Week 5	Lesson 11 Practise Homophones (peace/piece, main/mane, fair/fare)	Lesson 12 Apply Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess Words from statutory and personal spelling lists: pair testing	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Lesson 2 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Lesson 3 Teach Proofreading
Week 2	Lesson 4 Teach Prefixes 'in-', 'il-', 'im-' and 'ir-'	Lesson 5 Practise Prefixes 'in-', 'il-', 'im-' and 'ir-'	
Week 3	Lesson 6 Apply Prefixes 'in-', 'il-', 'im-' and 'ir-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Revise Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	Lesson 10 Practise/Apply Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Assess Words from statutory and personal spelling lists: pair testing	
Week 6	Lesson 13 Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Lesson 14 Practise Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Lesson 15 Apply Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')

Block 1 – autumn first half term

Lesson	Year 4, block 1, lesson 1
Lesson type	Revise
Lesson focus	Strategies at the point of writing: Have a go
Resources needed	Supporting Resource 4.2 (Have a go template)
Teaching activity	Model writing using a Have a go sheet (see Introduction page 8) and remind pupils of the strategies you might use to spell the word you want. Remind them that they should only make two or three attempts at spelling before choosing the one they think looks right. If they are not sure they have the correct spelling, they should draw a line under the word in their writing to alert you to this fact.

Lesson	Year 4, block 1, lesson 2
Lesson type	Learn/Practise
Lesson focus	Strategies for learning words: words from statutory list
Resources needed	Supporting Resource 4.2 (Have a go template) Statutory word list for Years 3 and 4 (page 52)
Teaching activity	Select spellings for each pupil from the statutory list for pupils to learn. Below is a list of strategies that can be used with spellings: • Segmenting words into phonemes and selecting the correct graphemes • Segmenting words into syllables • Visual strategies, for example, recognising common letter strings and checking whether word looks right • Building words from other words with similar patterns and meanings; applying knowledge of derivations, for example <i>medical</i>, <i>medicine</i> • Spelling by analogy with other known words, for example, <i>light</i>, <i>fright</i> • Building words from morphemes, the smallest units of meaning, for example, prefixes and suffixes: un-usual-ly; exploring morphemes within words • Applying knowledge of spelling rules and exceptions • Mnemonics Words not spelt correctly can form part of the personal list of spellings. Pupils can use their Have a go sheets for writing across the curriculum. This does not have to be a spelling session unless you need to follow up an aspect of their use.

Block 1 – autumn first half term

Lesson	Year 4, block 1, lesson 3
Lesson type	Assess
Lesson focus	Words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists, spelling journals
Teaching activity	Test pupils on the words from the statutory list that they learnt last year. Identify those that need further learning. If appropriate, add some spellings from personal lists. Ask pupils to explain the methods that they have for learning spellings and which is most useful when: • Pyramid words • Identifying the tricky part of the word • Trace, copy, replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing a mnemonic around the word Pupils learn at least five words from the statutory list and some from their personal list. Send words home for further learning.

Lesson	Year 4, block 1, lesson 4
Lesson type	Teach
Lesson focus	Words ending /ʒə/
Resources needed	Supporting Resource 4.4 (word cards: <i>treasure</i> , <i>measure</i> , <i>pleasure</i> , <i>enclosure</i> , <i>closure</i>), spelling journals
Teaching activity	Read out the words from the word cards. What do the pupils notice about the words? Show pupils how the /ʒə/ part is written 'sure'. Look at <i>treasure</i>, <i>measure</i> and <i>pleasure</i>. What else is common about those words and how they are spelt? Practise handwriting of 'sure' and 'ea'. Ask pupils to try to spell <i>treasure</i>, <i>measure</i> and <i>pleasure</i> in their spelling journals.

Block 1 – autumn first half term

Lesson	Year 4, block 1, lesson 5
Lesson type	Practise
Lesson focus	Words ending /ʒə/
Resources needed	Spelling journals
Teaching activity	Pupils create sentences around the words from the last session and write them in their journals.

Lesson	Year 4, block 1, lesson 6
Lesson type	Assess
Lesson focus	Words ending /ʒə/
Resources needed	Spelling journals
Teaching activity	Revise pair-testing routines. Pair the pupils up and ask them to test each other with their list of words they have learned in the previous session. They take it in turns to mark each other's work.

Lesson	Year 4, block 1, lesson 7
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Pupils choose the method most appropriate from the different ways in which they can learn words: • Pyramid words • Identifying the tricky part of the word • Trace, copy, replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing a mnemonic around the word Pupils learn the words and take them home for further practice.

Block 1 – autumn first half term

Lesson	Year 4, block 1, lesson 8
Lesson type	Teach
Lesson focus	From Year 2: possessive apostrophe with singular proper nouns
Resources needed	Spelling journals
Teaching activity	Pupils share what they know about apostrophe use for contractions. Explain that apostrophes can be used for another reason: to show that something belongs to someone. Collect a range of objects that pupils recognise as belonging to one class member. Hold the item up and say 'Whose pencil case is this?' The class responds with 'It's Joe's pencil case.' Write the sentence on the board and talk about where you are putting the apostrophe. Try a couple more examples and then go back to one you have done before, say it again and ask the class to write it in their spelling journals. Check where they have put the apostrophe.

Lesson	Year 4, block 1, lesson 9
Lesson type	Practise
Lesson focus	From Year 2: possessive apostrophe with singular proper nouns
Resources needed	Supporting Resource 4.5 (possessive apostrophe cards)
Teaching activity	Revise what pupils learnt last session. Write <i>Cyprus</i> on the board and ask them what happens if the noun ends in 's'. Model adding the apostrophe + 's' after the 's'. In pairs pupils divide cards into names and objects. They shuffle each group, turn one over from each group and then write the phrase down using the apostrophe correctly, for example <i>Sandra's football</i>.

Block 1 – autumn first half term

Lesson	Year 4, block 1, lesson 10
Lesson type	Teach
Lesson focus	Homophones (peace/piece, main/mane, fair/fare)
Resources needed	Supporting Resource 4.6 (homophone cards)
Teaching activity	Look at the homophone cards and discuss what the words mean and how this might help decide the spelling. You can introduce fun ways of remembering spellings, such as <i>There is a piece of pie in the word piece.</i> Pupils make up mnemonics or draw around the word to help remember the different meanings. Read out the sentences below and ask pupils to hold up the correct card for the homophone in the sentence. <i>It's not fair!</i> <i>The lion's mane was old and tatty.</i> <i>I want some peace and quiet.</i> <i>This is the main road through town.</i> <i>I paid my fare for the bus ride.</i> <i>Do you want a piece of cake?</i>

Lesson	Year 4, block 1, lesson 11
Lesson type	Practise
Lesson focus	Homophones
Resources needed	Supporting Resource 4.6 (homophone cards) spelling journals
Teaching activity	Pupils work in pairs using the homophone cards. They take turns to hold up a card and orally compose a sentence that includes it. They write the sentences in their spelling journals.

Lesson	Year 4, block 1, lesson 12
Lesson type	Apply
Lesson focus	Strategies for learning words: homophones
Resources needed	Spelling journals
Teaching activity	Practise handwriting all the homophones learnt. Dictate some of the pupils' sentences from the previous session and ask pupils to write the correct version of the homophone. Check spelling as a class.

Block 1 – autumn first half term

Lesson	Year 4, block 1, lesson 13
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose words from the statutory list for pupils to learn and pupils choose words from their personal lists. Write some of the words to be learnt on the board, putting a blank line in place of the vowels. Ask the pupils to fill in the vowels. Check whether they got them right. Pupils then use this method to learn their spellings. They take it in turns to be 'teacher', writing a word without vowels for their partner to complete.

Lesson	Year 4, block 1, lesson 14
Lesson type	Practise
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Pupils learn their spellings using the strategy that suits them and each word best: • Pyramid words • Identifying the tricky part of the word • Trace, copy, replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing a mnemonic around the word • Words without vowels

Lesson	Year 4, block 1, lesson 15
Lesson type	Assess
Lesson focus	Words from statutory and personal spelling lists: pair testing
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Pupils work with a partner to test each other and identify words not learnt.

Block 2 – autumn second half term

Lesson	Year 4, block 2, lessons 1 and 2
Lesson type	Revise
Lesson focus	Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go
Resources needed	Statutory word list for Years 3 and 4 (page 52), Supporting Resource 4.3 (GPC chart)
Teaching activity	Test pupils on the statutory words learnt so far and identify those that need further learning. Spend an extra session learning any not spelt correctly. During these sessions, also revise Have a go routines and remodel strategies such as using GPC charts, words in the environment and other strategies taught in previous sessions. Ensure that routines are in place for when and how these words are corrected and learnt if appropriate. See page 8 for tips on Have a go.

Lesson	Year 4, block 2, lesson 3
Lesson type	Teach
Lesson focus	Proofreading
Resources needed	Examples of pupils' own work
Teaching activity	Identify some examples of sentences from the pupils' writing where there are common or significant errors that need to be addressed. Use these examples to model proofreading and then ask the pupils to work in pairs to correct the errors. Discuss as a whole class. Pupils then look at an example of their own writing and proofread a small section of it with a partner.

Lesson	Year 4, block 2, lesson 4
Lesson type	Teach
Lesson focus	Prefixes 'in-', 'il-', 'im-' and 'ir-'
Resources needed	Supporting Resource 4.7 (list of words for adding prefixes)
Teaching activity	Write up the prefixes 'in-', 'il-', 'im-' and 'ir-' on the board and explain that these prefixes all mean 'not'. Revise the fact that prefixes can change the meaning of words. Ask pupils to think about prefixes that create the opposite when added to a word, for example, 'dis-', 'un-' and 'mis-'. Apply them to words such as <i>happy</i> . Give pupils the new prefixes and the list of words. Which words do they know go with which prefixes? Pupils sort them into groups and record them in their spelling journal.

Block 2 – autumn second half term

Lesson	Year 4, block 2, lesson 5
Lesson type	Practise
Lesson focus	Prefixes 'in-', 'il-', 'im-' and 'ir-'
Resources needed	Lists from previous session, spelling journals
Teaching activity	Look back to lists created in the last session of words with prefixes 'in-', 'il-', 'im-' and 'ir-'. Ask pupils to discuss what they notice about adding these prefixes to some words (some have double consonants). Draw their attention to the start of the root word. Splitting words into prefixes and roots can help us decide whether there is a double consonant. Pupils write down what they notice in their spelling journals.

Lesson	Year 4, block 2, lesson 6
Lesson type	Apply
Lesson focus	Prefixes 'in-', 'il-', 'im-' and 'ir-'
Resources needed	Lists from previous session
Teaching activity	Call out a root word. Pupils add a prefix and call out the word back to you after the count of five. Then pupils write the word down on their whiteboards or in their spelling journals and show it.

Lesson	Year 4, block 2, lesson 7
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), pupils' personal lists
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose words from their personal lists. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Identifying the tricky part of the word • Trace, copy, replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing a mnemonic around the word • Words without vowels

Block 2 – autumn second half term

Lesson	Year 4, block 2, lesson 8
Lesson type	Assess
Lesson focus	Words from statutory and personal lists: pair testing
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Pupils work with a partner to test spellings and identify words not learnt. You may need to provide an extra session for pupils to learn these words.

Lesson	Year 4, block 2, lesson 9
Lesson type	Revise
Lesson focus	Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'
Resources needed	Supporting Resource 4.8 (word cards), spelling journals
Teaching activity	Write one word of each type on the board with the sounds being focused on left out. Say the word and pupils write it in their spelling journals choosing the correct grapheme for the sound. Check the spellings as a class. Place the word cards in a pile. Ask a child to turn over one card and ask the rest of the class to write the word in their spelling journal. Check spellings as a class by sharing spellings in pairs and modelling the correct spelling on the board. The next child then takes the top card and repeats around the class. Identify words that pupils found difficult and discuss how they might be remembered.

Lesson	Year 4, block 2, lesson 10
Lesson type	Practise/Apply
Lesson focus	Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'
Resources needed	Supporting Resource 4.8 (word cards)
Teaching activity	The pupils work in groups. They place the word cards in a pile. One child turns over a card and asks the others in the group to write the word in their journal. Check spellings as a group. Then the next child takes the top card and repeats the process.

Block 2 – autumn second half term

Lesson	Year 4, block 2, lesson 11
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose words from the statutory list for pupils to learn and pupils choose words from their personal lists. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Identifying the tricky part of the word • Trace, copy, replicate • Look, say, cover, write, check • Drawing around the word to show the shape • Drawing a mnemonic around the word • Words without vowels

Lesson	Year 4, block 2, lesson 12
Lesson type	Assess
Lesson focus	Words from statutory and personal lists: pair testing
Resources needed	Statutory word list for Years 3 and 4 (page 52), pupils' personal spelling lists
Teaching activity	Pupils work with a partner to test spellings and identify words not learnt. You may need to provide an extra session for pupils to learn these words.

Lesson	Year 4, block 2, lesson 13
Lesson type	Teach
Lesson focus	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')
Resources needed	Supporting Resources 4.9 (word chart with suffixes)
Teaching activity	Write the suffixes '-ing', '-er', '-en' and '-ed' on the board together with the words in the chart. Ask the pupils how many words they can make from the chart. They record the words in their spelling journals. Discuss the meaning of the new words and the fact that they can't use all of the suffixes on all of the words. The pupils can cross out any 'non-words' they tried out. What do they notice about doubling the consonant? Notes: If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant is doubled before adding any ending beginning with a vowel. The consonant letter is not doubled if the syllable is unstressed.

Block 2 – autumn second half term

Lesson	Year 4, block 2, lesson 14
Lesson type	Practise
Lesson focus	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')
Resources needed	Supporting Resources 4.9 (word chart with suffixes)
Teaching activity	Practise handwriting for some of these words and the suffixes. You may want an extra session here to further consolidate this work.

Lesson	Year 4, block 2, lesson 15
Lesson type	Apply
Lesson focus	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')
Resources needed	Supporting Resources 4.9 (word chart with suffixes), individual whiteboards, spelling journals
Teaching activity	Write different versions of the words with their suffixes on the board. Ask pupils to work with partners to spot the correct spelling by asking, 'Which one looks right?' and to write the correct versions on their individual whiteboards. Check their answers and ask them to practise writing three of the words into sentences in their spelling journals.

Year 4 Term 2 overview

Block 3 – spring first half term

Week 1	Lesson 1 Teach The /g/ sound spelt 'gu'	Lesson 2 Practise The /g/ sound spelt 'gu'	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Words with endings sounding like /tʃə/ spelt '-ture'	Lesson 5 Practise Words with endings sounding like /tʃə/ spelt '-ture'	
Week 3	Lesson 6 Assess Words with endings sounding like /tʃə/ spelt '-ture': dictation	Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists	Lesson 8 Teach Possessive apostrophe with plurals
Week 4	Lesson 9 Practise Possessive apostrophe with plurals	Lesson 10 Teach Homophones (scene/seen, mail/male, bawl/ball)	
Week 5	Lesson 11 Practise Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball)	Lesson 12 Apply Homophones (scene/seen, mail/male, bawl/ball)	Lesson 13 Assess Words already learnt from the statutory spelling test
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess Error Analysis (teacher to do)	

Block 4 – spring second half term

Week 1	Lesson 1 Assess Statutory spellings learnt so far	Lesson 2 Revise Strategies at the point of writing: Have a go	Lesson 3 Teach Proofreading
Week 2	Lesson 4 Teach Prefixes 'anti-' and 'inter-'	Lesson 5 Practise Prefixes 'anti-' and 'inter-'	
Week 3	Lesson 6 Assess Prefixes 'anti-' and 'inter-'	Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists	Lesson 8 Assess Spellings learnt so far
Week 4	Lesson 9 Teach Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Lesson 10 Practise Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	
Week 5	Lesson 11 Assess Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 13 Assess Spellings learnt so far this term
Week 6	Lesson 14 Revise/Assess Spellings taught so far	Lesson 15 Revise/Assess Spellings taught so far	

Block 3 – spring first half term

Lesson	Year 4, block 3, lesson 1
Lesson type	Teach
Lesson focus	The /g/ sound spelt 'gu'
Resources needed	Supporting Resource 4.10 (word list with 'gu' words), dictionary
Teaching activity	Generate words that begin with /g/ sound and categorise them according to grapheme. If pupils only suggest words beginning with 'g', introduce some of the words beginning 'gu' from the list provided. Use a dictionary to find other words beginning with 'gu' that make the /g/ sound. Create a class list.

Lesson	Year 4, block 3, lesson 2
Lesson type	Practise
Lesson focus	The /g/ sound spelt 'gu'
Resources needed	Class list of 'gu' words from previous session
Teaching activity	Practise handwriting of 'gu'. In pairs, pupils create sentences using the class list of 'gu-' words.

Lesson	Year 4, block 3, lesson 3
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists, spelling journals
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose words from their personal lists. Pupils learn the spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels

Block 3 – spring first half term

Lesson	Year 4, block 3, lesson 4
Lesson type	Teach
Lesson focus	Words with endings sounding like /tʃə/ spelt '-ture'
Resources needed	Supporting Resource 4.11 (word list of '-ture' words)
Teaching activity	Practise handwriting of 'ture'. Show pupils the words on the list of words ending '-ture' and discuss the sounds heard at the end of the word. Hide the words and challenge the pupils to try to write <i>capture</i>, <i>mixture</i>, <i>picture</i> etc. Check spellings and discuss any errors.

Lesson	Year 4, block 3, lesson 5
Lesson type	Practise
Lesson focus	Words with endings sounding like /tʃə/ spelt '-ture'
Resources needed	Supporting resources 4.11 (word list of '-ture' words)
Teaching activity	Write the first part of a word from the list on the board without the '-ture' ending. Pupils read the word adding '-ture' and then create a sentence orally to use the word. Use some words that they did not learn in the previous session. Quickwrite (see Introduction page 10). How many of the words can the pupils write down, spelling them correctly, in three minutes?

Lesson	Year 4, block 3, lesson 6
Lesson type	Assess
Lesson focus	Words with endings sounding like /tʃə/ spelt '-ture': dictation
Resources needed	Spelling journals
Teaching activity	Dictate the following sentences for the pupils to write in their spelling journals: <i>The future adventure is a mixture of wonderment and torture.</i> <i>In nature, vultures often venture long distances for food.</i> <i>The temperature of the cinema was very warm when I watched the feature film.</i> Check spellings and identify those words that need to be learnt.

Block 3 – spring first half term

Lesson	Year 4, block 3, lesson 7
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose those from their personal lists. Include words identified in the previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels Pupils work with a partner to test and identify words not learnt. You may need to provide an extra session for pupils to learn these words.

Lesson	Year 4, block 3, lesson 8
Lesson type	Teach
Lesson focus	Possessive apostrophe with plurals
Resources needed	None
Teaching activity	Write up two phrases on the board: <i>The dog's kennel</i> <i>The dogs' kennel</i> Draw pictures to show what these two sentences mean and ask them what the difference is in the pictures (the number of dogs). How is that difference shown in writing? Ask the pupils to generate some more of these sentences orally. Write them down and discuss what you would expect to see in a picture for each one.

Block 3 – spring first half term

Lesson	Year 4, block 3, lesson 9
Lesson type	Practise
Lesson focus	Possessive apostrophe with plurals
Resources needed	Spelling journals or individual whiteboards
Teaching activity	Use a range of simple images (as used in the previous lesson) to create sentences that need apostrophes. Read aloud the sentences below and ask pupils to work in pairs to record these sentences on their individual whiteboards or in their spelling journals with the apostrophe in the correct place and to draw pictures to illustrate each of the sentences accurately. Pupils record in their spelling journals what they understand about the use of an apostrophe for singular and plural nouns. <i>The cow's field. The cows' field. The teacher's book. The teachers' book. The boy's football. The boys' football.</i> You may need to include an extra session here if you feel pupils need to explore this idea further.

Lesson	Year 4, block 3, lesson 10
Lesson type	Teach
Lesson focus	Homophones (scene/seen, mail/male, bawl/ball)
Resources needed	Supporting Resource 4.12 (homophone cards), spelling journals
Teaching activity	Share the homophones on the cards and ask pupils what each word means. Ask pupils to create a sentence to use each word correctly. Pupils can record the sentences in their spelling journals.

Lesson	Year 4, block 3, lesson 11
Lesson type	Practise
Lesson focus	Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball)
Resources needed	Supporting Resource 4.12 (homophone cards)
Teaching activity	Put pupils in pairs. Read out the following sentences and ask pairs of pupils to hold up the correct card for the homophone in the sentence. <i>The ball went out of play. He bawled his eyes out. Have you seen the mess in his room? It was a happy scene outside the window. The male toilets are on the left. Put the letter in the mailbox.</i> Pupils look at the tricky part of each word and use one of their spelling strategies to remember it.

Block 3 – spring first half term

Lesson	Year 4, block 3, lesson 12
Lesson type	Apply
Lesson focus	Homophones (scene/seen, mail/male, bawl/ball)
Resources needed	Supporting Resource 4.13 (cloze sentences)
Teaching activity	Pupils complete the cloze sentences using the homophones learnt previously. Answer: It was a cold day and the boys had seen a sign. It said 'Only males can play football.' The girls were upset and started to cause a scene, shouting and bawling.

Lesson	Year 4, block 3, lesson 13
Lesson type	Assess
Lesson focus	Words already learnt from statutory spelling list
Resources needed	Personal spelling lists
Teaching activity	Test the pupils on words learnt so far in Year 4 from the statutory spelling list. Mark them and ask pupils to identify those they need to work on further. Pupils can take the words home for further learning.

Lesson	Year 4, block 3, lesson 14
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from the previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels You may wish to include an extra session here for peer testing of learnt words.



Block 3 – spring first half term

Lesson	Year 4, block 3, lesson 15
Lesson type	Assess
Lesson focus	Error Analysis
Resources needed	Supporting Resource 4.1 (Error Analysis sheet), pupils' independent writing
This session is for you to plan based on your assessment for learning	From pupils' own writing identify an element of spelling taught so far that needs further consolidation and work in this session. You might choose to: Use Error Analysis to identify areas to work on. Choose a piece of independent writing and use an Error Analysis sheet. Write down the misspelt word in the column in which it fits best. Look for patterns of incorrect spellings and focus on that area. There is an example and guidance in the Introduction (page 6).

Block 4 – spring second half term

Lesson	Year 4, block 4, lesson 1
Lesson type	Assess
Lesson focus	Statutory spellings learnt so far
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Test pupils on statutory words learnt so far and identify those that need further learning.

Lesson	Year 4, block 4, lesson 2
Lesson type	Revise
Lesson focus	Strategies at the point of writing: Have a go
Resources needed	Supporting Resources 4.2 (Have a go template), 4.3 (GPC chart)
Teaching activity	Test pupils on the statutory words learnt so far and identify those that need further learning. Spend an extra session learning any not spelt correctly. During these sessions, also revise Have a go routines and remodel strategies such as using GPC charts, words in the environment and other strategies taught in previous sessions. Ensure that routines are in place for when and how these words are corrected and learnt if appropriate.

Lesson	Year 4, block 4, lesson 3
Lesson type	Teach
Lesson focus	Proofreading
Resources needed	Examples of pupils' own writing, dictionary
Teaching activity	Model reading through an example of the pupils' writing and noticing spelling errors in elements taught so far in Year 4. Model correcting them using a range of strategies including the use of a dictionary (but only for particularly difficult words).

Block 4 – spring second half term

Lesson	Year 4, block 4, lesson 4
Lesson type	Teach
Lesson focus	Prefixes 'anti-' and 'inter-'
Resources needed	Supporting Resource 4.14 (word cards with 'anti-' and 'inter-' words), dictionaries (optional)
Teaching activity	Write the prefixes 'anti-' and 'inter-' on the board and explain that 'anti-' means 'against' or 'opposing' and 'inter-' means 'between'. Share the words on the list with pupils and discuss their meanings, including the meanings of the prefixes. Use dictionaries to look up some of the words and find out meanings. Ask pupils to make up new words using the prefix 'anti-' and share them with class, discussing what they mean. Identify those words that are tricky to remember or spell and practise handwriting those words 10 times

Lesson	Year 4, block 4, lesson 5
Lesson type	Practise
Lesson focus	Prefixes 'anti-' and 'inter-'
Resources needed	Supporting Resource 4.15 (word cards with 'anti-' and 'inter-' words), spelling journals
Teaching activity	In pairs, pupils use the word cards to match the prefix with the root and write the complete words in their spelling journals.

Lesson	Year 4, block 4, lesson 6
Lesson type	Assess
Lesson focus	Prefixes 'anti-' and 'inter-'
Resources needed	Supporting Resource 4.16 ('inter-' words and definitions)
Teaching activity	Display or hand out the 'inter-' word cards and definitions. Pupils work in pairs or as a class to pair the correct word with its definition.

Block 4 – spring second half term

Lesson	Year 4, block 4, lesson 7
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels

Lesson	Year 4, block 4, lesson 8
Lesson type	Assess
Lesson focus	Spellings learnt so far
Resources needed	Spelling journals
Teaching activity	Pupils work with a partner to test each other on spellings of words learnt and identify those that still need learning. Pupils take spellings home to learn.

Block 4 – spring second half term

Lesson	Year 4, block 4, lesson 9
Lesson type	Teach
Lesson focus	Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'
Resources needed	Supporting resources 4.17 (word lists of /ʃən/ words), spelling journals
Teaching activity	With pupils, create a list of words that end in /ʃən/. Pupils sort them in their spelling journals according to the way in which /ʃən/ is spelt (see example word lists provided). You will probably be given words with '-ation' as well. If so, include those too. What do the pupils notice? Point out to them that the root words are verbs and 'ation' is added to form nouns, for example: <i>information</i>, <i>adoration</i>, <i>sensation</i>, <i>preparation</i>, <i>admiration</i>. If the word ends in 'e', this is taken off when the suffix is added. Notes: • '-cian': common in occupations • '-tion': the most common ending • '-sion': where the base word ends in 'd'/'de' or 's'/'se' • '-ation': long 'a' is always followed by -tion Strictly speaking, the suffixes are '-ion' and '-cian'. • '-cian' if the root word ends in 'c' or 'cs' • '-tion' if the root word ends in 't' or 'te' • '-ssion' if the root word ends in 'ss' or 'mit' (Exceptions: <i>attend/attention</i>, <i>intend/intention</i>)

Lesson	Year 4, block 4, lesson 10
Lesson type	Practise
Lesson focus	Strategies at the point of writing: endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'
Resources needed	Supporting Resource 4.18 (word chart), spelling journals
Teaching activity	Use the word chart and ask pupils to add the correct 'shun' ending to each word. How did they make their choices? What are the things to remember to help them make the correct choices? Focus on spellings the 'look right' or that they have seen written in books. Pupils make notes about this in their spelling journals.

Block 4 – spring second half term

Lesson	Year 4, block 4, lesson 11
Lesson type	Assess
Lesson focus	Strategies at the point of writing: endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion': dictation
Resources needed	Spelling journals
Teaching activity	Dictate the following sentences for pupils to write. <i>I read fiction books.</i> <i>I have a passion for fractions.</i> <i>The optician and electrician had a collision when driving in the same direction.</i> Write or show the correct spelling of each sentence on the board. The pupils can either peer mark or mark their own sentences. Discuss common errors and difficulties.

Lesson	Year 4, block 4, lesson 12
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from the previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels

Lesson	Year 4, block 4, lesson 13
Lesson type	Assess
Lesson focus	Spellings learnt so far this term
Resources needed	Spelling journals
Teaching activity	Pupils work with a partner to test spellings and identify those words that need further work. Pupils take these words home to learn.



Block 4 – spring second half term

Lesson	Year 4, block 4, lessons 14 and 15
Lesson type	Revise/Assess
Lesson focus	Spellings taught so far
Resources needed	Various
Teaching activity	Identify elements from this term that need further consolidation. Work to consolidate elements identified. Return to elements taught this term that the pupils are still unsure of or that have been common errors in their writing.

Year 4 Term 3 overview

Block 5 – Summer first half term

Week 1	Lesson 1 Teach Words with the /s/ sound spelt 'sc' (Latin in origin)	Lesson 2 Practise Words with the /s/ sound spelt 'sc' (Latin in origin)	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go
Week 2	Lesson 4 Teach Endings that sound like /ʒən/ spelt 'sion'	Lesson 5 Practise Endings that sound like /ʒən/ spelt 'sion'	
Week 3	Lesson 6 Assess Endings that sound like /ʒən/ spelt 'sion'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Revise Apostrophes for possession, including singular and plural
Week 4	Lesson 9 Practise Apostrophes for possession, including singular and plural	Lesson 10 Teach Homophones	
Week 5	Lesson 11 Practise Homophones	Lesson 12 Apply Homophones	Lesson 13 Assess Statutory words learnt during the year
Week 6	Lesson 14 Revise/Learn Strategies for learning words: words from statutory list that need further learning	Lesson 15 Revise/Learn Strategies for learning words: words from statutory list that need further learning	

Block 6 – summer second half term

Week 1	Lesson 1 Teach Suffix '-ous'	Lesson 2 Practise Suffix '-ous'	Lesson 3 Apply Suffix '-ous'
Week 2	Lesson 4 Practise Proofreading	Lesson 5 Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'	Lesson 6 Practise/Apply Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
Week 3	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words learnt so far	
Week 4	Lesson 9 Teach Suffix '-ly' added to words ending in 'y', 'le' and 'ic'	Lesson 10 Practise Suffix '-ly' added to words ending in 'y', 'le' and 'ic'	
Week 5	Lesson 11 Assess Suffix '-ly' added to words ending in 'y', 'le' and 'ic'	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 13 Assess Words learnt so far
Week 6	Lesson 14 Revise Work covered this term	Lesson 15 Revise Work covered this term	

Block 5 – summer first half term

Lesson	Year 4, block 5, lesson 1
Lesson type	Teach
Lesson focus	Words with the /s/ sound spelt 'sc' (Latin in origin)
Resources needed	Supporting Resource 4.19 (word list with /s/ spelt 'sc'), spelling journals
Teaching activity	Share the words in the list with the pupils and ask what they notice about them. Underline the grapheme 'sc' in each word. Pupils write the words in their spelling journals and highlight the tricky parts. Pupils practise writing the words.

Lesson	Year 4, block 5, lesson 2
Lesson type	Practise
Lesson focus	Words with the /s/ sound spelt 'sc' (Latin in origin)
Resources needed	Spelling journals
Teaching activity	In pairs, pupils orally create sentences using the words to ensure meaning is clear. They can then share them with the class. Pupils use Look, say, cover, write, check to learn these words.

Lesson	Year 4, block 5, lesson 3
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from the previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels You may wish to include an extra session here for peer testing of learnt words. You may also include a session to reinforce Have a go routines and strategies as in block 4, lesson 2 and block 2, lesson 1.

Block 5 – summer first half term

Lesson	Year 4, block 5, lesson 4
Lesson type	Teach
Lesson focus	Endings that sound like /ʒən/ spelt 'sion'
Resources needed	Supporting Resources 4.20 (word list), individual whiteboards
Teaching activity	This session extends the work undertaken in the last half term and looks more closely at the words ending in 'sion'. Share the list of words on the list with pupils and ask what they notice about them. Elicit that they are all verbs and that they end in 'd' and 'de'. (Those that end in 'de' have a split digraph and this could be drawn in with the line linking the two vowels.) Take one word such as <i>explode</i> and ask pupils to give suggestions for turning it into <i>explosion</i>. What choices are there? Ask pupils to make a choice and write it on their whiteboards. Write it on the board. Do this for a number of the words to allow pupils to see that verbs ending in 'd' or 'de' (with the long vowel) use '–sion'. What word class are they when '–sion' is added?

Lesson	Year 4, block 5, lesson 5
Lesson type	Practise
Lesson focus	Endings that sound like /ʒən/ spelt 'sion'
Resources needed	Supporting Resources 4.20 (word list)
Teaching activity	In pairs, pupils use the words on the list and call one out for their partner. Their partner adds the '–sion' ending and they decide together whether it is spelt correctly. Have the correct spellings written down so that they can refer to them if needed but don't display them permanently. Pupils identify those that are tricky to spell and use one of the strategies for learning them.

Lesson	Year 4, block 5, lesson 6
Lesson type	Assess
Lesson focus	Endings that sound like /ʒən/ spelt 'sion'
Resources needed	Supporting Resource 4.17 (word list)
Teaching activity	Give a spelling test of the verbs and then nouns ending '–sion'.

Block 5 – summer first half term

Lesson	Year 4, block 5, lesson 7
Lesson type	Learn
Lesson focus	Strategies for learning words: selected words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels You may wish to include an extra session here for peer testing of learnt words.

Lesson	Year 4, block 5, lesson 8
Lesson type	Revise
Lesson focus	Apostrophes for possession, including singular and plural
Resources needed	Supporting Resource 4.21 (images for apostrophes)
Teaching activity	Refer pupils back to the work they did in their spelling journals in block 3, lessons 8 and 9. Share the images from the supporting resource. Give pupils a starter, for example <i>the field belonging to the cow</i>, and ask them to write it using the correct use of apostrophe. How would they write <i>the field belonging to the cows</i>? Pupils rewrite sentences for the following phrases using apostrophes in the correct places: <i>The ball belonging to the boy</i> <i>The book belonging to the students</i> <i>The ball belonging to the boys</i> <i>The book belonging to the student</i> Notes When singular proper nouns end in 's', you can either: • add apostrophe and then 's' (Thomas's) • or add just an apostrophe (Thomas'). The National Curriculum uses the first convention.

Block 5 – summer first half term

Lesson	Year 4, block 5, lesson 9
Lesson type	Practise
Lesson focus	Apostrophes for possession, including singular and plural
Resources needed	Supporting Resource 4.22 (apostrophe quiz)
Teaching activity	Take the multiple-choice apostrophe quiz as a class, discussing choices that need to be made and then selecting. You may need to discuss the options and take a vote on some of them.

Lesson	Year 4, block 5, lesson 10
Lesson type	Teach
Lesson focus	Homophones
Resources needed	Supporting Resource 4.23 (homophones word list), dictionaries (optional)
Teaching activity	Look at homophones and discuss the meanings of the words. Use dictionaries if appropriate. Pupils choose one of the words and orally create a sentence using it. Share the sentences as a class to ensure they have the correct meanings.

Lesson	Year 4, block 5, lesson 11
Lesson type	Practise
Lesson focus	Homophones
Resources needed	Supporting Resource 4.23 (homophones word list)
Teaching activity	In pairs, pupils take a word from the homophones list, create a sentence using the word and write it down. They ask another pair to check that they have the correct homophone and that it is also spelt correctly.

Lesson	Year 4, block 5, lesson 12
Lesson type	Apply
Lesson focus	Homophones
Resources needed	Supporting Resource 4.24 (text with homophone errors)
Teaching activity	Give pupils the text from the resource and ask them to proofread it ensuring that all the homophones are correctly used and spelt.

Block 5 – summer first half term

Lesson	Year 4, block 5, lesson 13
Lesson type	Assess
Lesson focus	Statutory words learnt during the year
Resources needed	Statutory word list for Years 3 and 4 (page 52)
Teaching activity	Give a spelling test of statutory words learnt over the year. Identify those that need further learning for inclusion in the following session.

Lesson	Year 4, block 5, lessons 14 and 15
Lesson type	Revise/Learn
Lesson focus	Strategies for learning words: words from statutory list that need further learning
Resources needed	Statutory word list for Years 3 and 4 (page 52)
Teaching activity	Some pupils may know all the spellings and be able to start learning some new ones. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels You may wish to include extra sessions here for peer testing of learnt words.

Block 6 – summer second half term

Lesson	Year 4, block 6, lesson 1
Lesson type	Teach
Lesson focus	Suffix '-ous'
Resources needed	Supporting Resource 4.25 (word cards), spelling journals
Teaching activity	Write up a word ending '-ous' on the board, for example <i>dangerous</i>. Give pairs of pupils the word cards. They create matching pairs and try to work out what the suffix '-ous' means. They discuss what each word means with the suffix added and put it into an example sentence. Using just the nouns (words without '-ous') ask pupils to group them according to the ending of the word and write the groups down in their spelling journals. Explain that the letters 'ous' are a suffix, meaning 'full of'. Usually, adding 'ous' changes a noun into an adjective, as in <i>danger</i> to <i>dangerous</i> and there are conventions for the spellings: • Words ending in 'y': delete the 'y' and add 'ious' (<i>glory</i>/<i>glorious</i>) • Words ending in 'ge': do not drop the 'e' (<i>courage</i>/<i>courageous</i>) • Words ending in 'ce': drop the 'e' and add 'ious' (<i>space</i>/<i>spacious</i>) • Words ending in 'our': change to 'or' and add 'ous' (<i>humour</i>/<i>humorous</i>)

Lesson	Year 4, block 6, lesson 2
Lesson type	Practise
Lesson focus	Suffix '-ous'
Resources needed	Supporting Resource 4.25 (word cards), spelling journals or individual whiteboards
Teaching activity	Model adding '-ous' to the words on the cards, discussing any changes to the spellings that you need to make. Do this for <i>envy</i>, <i>space</i> and <i>mountain</i>. Leave these on the board for pupils to see and give them some of the other words to turn into adjectives. In pairs, pupils write them on their whiteboards or in spelling journals and show them. Discuss the correct spellings and why they are correct.

Block 6 – summer second half term

Lesson	Year 4, block 6, lesson 3
Lesson type	Apply
Lesson focus	Suffix '-ous'
Resources needed	Supporting Resource 4.25 (word cards), spelling journals
Teaching activity	Pupils take the noun cards and write each with '-ous' on the end in their spelling journals. They give their books to another pair to check and mark them. Identify those that can be included in personal spelling lists. You may want to include an extra session on this work to consolidate learning.

Lesson	Year 4, block 6, lesson 4
Lesson type	Practise
Lesson focus	Proofreading
Resources needed	Examples of pupils' own writing
Teaching activity	Pupils read through examples of their own writing and identify any words they think are misspelt. They use a range of strategies to correct the spelling. They should particularly focus on words with '-ous' endings, if possible.

Lesson	Year 4, block 6, lesson 5
Lesson type	Revise
Lesson focus	Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
Resources needed	Supporting Resource 4.26 (prefix matrices), spelling journals
Teaching activity	Use the matrices and ask pupils to create as many words as they can, listing them in their spelling journals. Pupils peer check spellings of the words created. You may need to model this briefly if the pupils are unsure of how to go about it.

Block 6 – summer second half term

Lesson	Year 4, block 6, lesson 6
Lesson type	Practise/Apply
Lesson focus	Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
Resources needed	Supporting Resource 4.27 (prefix and root word cards)
Teaching activity	Lay the word cards out on the table. The prefixes should be in the middle of the table. Each pupil should have a pile of root cards. In groups of three, pupils choose a prefix and a root word and put them together. They score one point if it makes a real word and one point if they can write the word correctly with the cards turned over. They score another point if they can say what the word means. Place the card back in the pack and mix them up. Pupils take turns around the group.

Lesson	Year 4, block 6, lesson 7
Lesson type	Learn
Lesson focus	Strategies for learning words: selected words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from the previous session. Pupils learn spellings using a strategy that suits them and each word best: • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels

Lesson	Year 4, block 6, lesson 8
Lesson type	Assess
Lesson focus	Words learnt so far
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Pupils work with partners to test spellings and identify words that still need to be learnt.

Block 6 – summer second half term

Lesson	Year 4, block 6, lesson 9
Lesson type	Teach
Lesson focus	Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Resources needed	Supporting Resource 4.28 (matrix)
Teaching activity	Write on the board three words from the matrix ending 'y', 'le' and 'ic' to demonstrate adding the ending '-ly'. Point out the following rules: • Words ending in consonant + 'y': change 'y' to 'i' if the word is more than one syllable • Words ending in 'le': take off 'e' and add 'y' • Words ending in 'ic': add 'ally' Revise adding '-ly' to words such as <i>sad</i>, <i>glad</i>, and <i>bad</i>. Stress that the spelling doesn't change but the meaning and word class does (from adjective to adverb). Try using the same rule for words ending in 'y', for example, <i>happy</i>. Which part looks wrong? What do they need to do? Pupils try two more words from the list. What rule might they say for adding '-ly' to these words? Do the same for the other two groups of words.

Lesson	Year 4, block 6, lesson 10
Lesson type	Practise
Lesson focus	Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Resources needed	Supporting Resource 4.28 (matrix)
Teaching activity	Give pupils the matrix and ask them to add '-ly' to all the words using the rules outlined in the previous session. Check spellings by calling out words and asking pupils to come and write them on the board.

Lesson	Year 4, block 6, lesson 11
Lesson type	Assess
Lesson focus	Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Resources needed	Supporting Resource 4.28 (matrix)
Teaching activity	Pupils peer test each other by creating words from the matrix and asking their partners to write them.

Block 6 – summer second half term

Lesson	Year 4, block 6, lesson 12
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Choose words from the statutory list for pupils to learn and pupils choose words from their personal lists. Include words identified from previous session. Pupils learn spellings using a strategy that suits them and each word best. • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels

Lesson	Year 4, block 6, lesson 13
Lesson type	Assess
Lesson focus	Words learnt so far
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists
Teaching activity	Pupils work with a partner to test spellings and identify words that still need to be learnt. You may need to provide an extra session for pupils to learn these words.

Lesson	Year 4, block 6, lessons 14 and 15
Lesson type	Revise
Lesson focus	Work covered this term
Resources needed	Spelling journals, various
Teaching activity	Review what has been learnt over the term and identify a couple of areas to focus on for consolidation. Add in extra sessions if needed.



Statutory word list for Years 3 and 4

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought (Phase 5)
different (Phase 5)	minute	through (Phase 5) (h)
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	



Year 4 Supporting Resources

Error Analysis template 4.1

Name _____

Class _____

Date _____

[illegible]

Have a go template

4.2

[illegible]

GPC chart 4.3

These charts show the phonemes of English represented by the International Phonetic Alphabet together with their common grapheme representations. All Phase 5 GPCs are included together with other less common grapheme choices needed in Year 2 and above. The correspondences in the table are based on Received Pronunciation and could be significantly different in other accents. One example word is provided for each phoneme to support teachers unfamiliar with IPA. Other examples can be found in Appendix 1 of the National Curriculum.

Consonant GPCs

Consonant CVCs											
/b/ bat	/d/ dog	/ð/ mother	/dʒ/ jug	/f/ fish	/g/ goat	/h/ hand	/j/ yawn	/k/ cat	/l/ and / əl/ lamp, bottle	/m/ mouse	/n/ nail
b bb	d dd	th	j g ge dge	f ff ph	g gg	h	y	c k ck ch q	l ll le el al il	m mm mb	n nn kn gn pn mn

/ŋ/ wing	/θ/ thumb	/p/ pin	/r/ rain	/s/ sun	/ʃ/ ship	/t/ tap	/tʃ/ chick	/v/ van	/w/ watch	/z/ zip
ng n(k)	th	p	r rr wr	s ss se c ce	sh ch ti ci ss(ion, ure) s (ion, ure	t tt	ch tch t	v ve	w wh u	z zz ze s se x

Note: The letter **x** in English frequently represents 2 adjacent consonant phonemes /k/ and /s/, for example in the word **box**.

Vowel GPCs

/ɑː/ arm	/ɒ/ hot	/æ/ cat	/aɪ/ pie	/aʊ/ cow	/ɛ/ hen	/eɪ/ day	/ɛə/ pair	/əʊ/ boat	/ɪ/ pin
ar a	o a	a	igh i-e ie i y	ow ou	e ea	ai ay a-e a ei eigh ey	air are ear	ow oa oe o-e o	i y e

/ɪə/ cheer	/iː/ bean	/ɔː/ fork	/ɔɪ/ boy	/ʊ/ book	/ʊə/ cure	/uː/ blue	/ʌ/ cup	/ɜː/ girl
ear eer ere	ea ee e-e ie y ey e ei eo	or oor ore aw au our a al ar	oy oi	oo u oul	ure our	oo u-e ue ew ui ou ough	u o	er ir ur or ear

Note: The symbol /ə/, known as "schwa" represents the unstressed phoneme in many English words. It can be spelt in many different ways, for example **er** as in farmer.



Year 4 – Block 1 – Lesson 4

4.4

treasure	measure	pleasure
enclosure	closure	

Year 4 – Block 1 – Lesson 9

4.5

Joe	pencil case	Sandra	football
Tara	cards	John	ruler and set square
Ahmed	pens	Tyler	treasure
Joy	book	Fred	trampoline
Agnes	reading book	Alice	presentation

Year 4 – Block 1 – Lessons 10 and 11

4.6

peace	piece
main	mane
fare	fair





Year 4 – Block 2 – Lesson 4

4.7

active	mature	regular	legal
capable	mobile	rational	literate
credible	possible	responsible	legible
accurate	patient	resistible	logical
	polite		
in	im	ir	il

Year 4 – Block 2 – Lessons 9 and 10

4.8

they	young	chef
weigh	touch	brochure
eight	blood	parachute
grey	trouble	machine
sleigh	country	
	does	



Year 4 – Block 2 – Lessons 13 and 14

4.9

corner fasten awake forget begin garden prefer limit	ing er en ed
---	---

Year 4 – Block 3 – Lesson 1

4.10

guide	guitar	guard	guidebook
guest	guardian	guarantee	guess

Year 4 – Block 3 – Lessons 4 and 5

4.11

mixture	adventure	capture	feature
moisture	nature	picture	vulture

Year 4 – Block 3 – Lessons 10 and 11

4.12

scene	seen	mail	male
ball	bawl		



**Year 4 – Block 3 – Lesson 12** **4.13**

It was a cold day and the boys had _____ a sign.
It said 'Only _____ can play foot_____. ' The girls
were upset and started to cause a _____, shouting and
_____ .

Year 4 – Block 4 – Lesson 3 **4.14**

international	intergalactic	intertwine	interrupt
intercept	interpersonal	intervene	interject
antibiotic	antidote	antihistamine	antihero

Year 4 – Block 4 – Lesson 5 **4.15**

anti	twine	hero
inter	histamine	ject
national	galactic	personal
dote	rupt	cept
vene	biotic	

Year 4 – Block 4 – Lesson 6**4.16**

interactive	involving people playing among themselves; an exchange of activity or information between people or people and a computer
interfere	to get in between two people when it is not your problem or issue
interject	to throw a remark into a conversation between two or more people
intermission	the break between parts of a play, opera, or concert
international	between or among the nations of the world
internet	the worldwide computer system that allows communication and information sharing among people
interpersonal	between people (usually describing social activities)
interpreter	a person who helps translate the languages between different people
interrupt	to break into a conversation between people
interstate	between the states

**Year 4 – Block 4 – Lesson 9 and Block 5 – Lesson 6****4.17**

-cian	-sion	-ssion	-tion
physician optician magician politician electrician	extension collision confusion exclusion transfusion infusion explosion corrosion	profession session percussion passion mission possession	fiction fraction direction attention

Year 4 – Block 4 – Lesson 10**4.18**

	corro possess atten magi confu pa direc confu se percu frac	cian tion ssion sion
--	---	-------------------------------

Year 4 – Block 5 – Lesson 1**4.19**

science	abscess	ascend	descend
scene	scissors	scented	crescent





Year 4 – Block 5 – Lessons 4 and 5

4.20

divide	collide	explode	corrode
conclude	extend	comprehend	evade
intrude	conclude		

Year 4 – Block 5 – Lesson 8

4.21



**Year 4 – Block 5 – Lesson 9****4.22****Apostrophe quiz**

Select the correct answer for each of the following sentences.

- 1 The breakfasts belonging to the men
 - a The men's breakfasts
 - b The mens breakfast's
 - c The men's breakfast's
 - d The mens' breakfasts
- 2 The cards belonging to the children
 - a The children's cards
 - b The childrens card's
 - c The children's card's
 - d The childrens' cards
- 3 The music belonging to Thomas
 - a Thomas music
 - b Thoma's music
 - c Thomas' music
 - d Thomas's music
- 4 The book belonging to James
 - a James's book
 - b Jame's book
 - c James' book
 - d James' book'
- 5 The rucksack belonging to the girls
 - a The girl's rucksack
 - b The girls' rucksack
 - c The girls rucksack's
 - d The girls' rucksack's
- 6 The rucksack belonging to the girl
 - a The girls rucksack
 - b The girl's rucksack
 - c The girls' rucksack
 - d The girl's rucksack'
- 7 The rays belonging to the sun (=it)
 - a Its rays
 - b I'ts rays
 - c It's rays
 - d Its' rays
- 8 The sadness belonging to Shanya should not ...
 - a Shanya's sadness should'nt
 - b Shanya's sadness shouldn't
 - c Shanyas' sadness should'nt
 - d Shanyas' sadness shouldn't





- 9 The anger of Father would not ...
a Father's anger would'nt
b Fathers anger wouldn't
c Father's anger wouldn't
d Fathers' anger wouldn't
- 10 The paws belonging to the dogs did not ...
a The dog's paws did'nt
b The dogs' paws did'nt
c The dogs paws didn't
d The dogs' paws didn't

Year 4 – Block 5 – Lessons 10 and 11

4.23

weather	whether	who's	whose
medal	meddle	missed	mist
team	teem		

Year 4 – Block 5 – Lesson 12

4.24

It was a great day for a game of footbawl. The whether was fine and the game had already started when Joe arrived. 'Whose in goal?' Joe asked his neighbour just as the centre forward mist the goal. At the end of the game the meddles were awarded to the winning teem. 'It's not fair!' the losing teem cried as they went home with nothing.

Year 4 – Block 6 – Lessons 1–3

4.25

space	envy	envious	courage
fury	monster	poison	mountain
fame	courageous	spacious	vary
furious	mountainous	poisonous	various
famous	danger	dangerous	





Year 4 – Block 6 – Lesson 5

4.26

un def in	fin	ish al ite	ing ed es ly ist ise ive
un re	at de	tach	ing ed es able ment

Year 4 – Block 6 – Lesson 6

4.27

un	super	way	highway	finished
dis	inter	merge	national	attach
in	anti	marine	twine	create
re	auto	do	aircraft	marine
sub	cover	man	natural	lock
do	matic	drive	evitable	



happy	ly
pretty	
easy	
sleep	
greedy	
clumsy	
angry	
gentle	ly
simple	
humble	
noble	
basic	ly
frantic	
dramatic	





Notes





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