

## Spelling and High Frequency Word Objectives Year Four

### Spelling Patterns

I can read and spell the following graphemes. I can usually use the graphemes to spell a wide range of words correctly.

y as i (myth)	ei (vein)	eigh (eight)	ey (obey)	ou (touch)	-sure (treasure)	-ture (creature)	ch (character)	ch (chef)	-gue (league)
-que (unique)	sc (fascinate)	-ous suffix (famous, courageous, serious)	-sion (invasion)	-tion (invention)	-ssion (profession)	-cian (musician)	Homophones and near homophones revision		
Spelling Patterns									

### High Frequency Words

I can read and spell the following 50 HFW.

WW5	separate	special	suppose	surprise	therefore	though/although	thought	through	various	weight
WW4	particular	peculiar	popular	position	possess(ion)	potatoes	pressure	question	recent	reign
WW3	island	knowledge	material	medicine	mention	natural	naughty	notice	opposite	ordinary
WW2	continue	eight/eighth	exercise	experience	experiment	extreme	famous	guard	guide	imagine
WW1	arrive	bicycle	breath	breathe	build	busy/business	calendar	caught	complete	consider

# Writing and SPaG Objectives Year Four

			I can use the possessive apostrophe with plural words	
			I can choose and use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	I can spell homophones and near homophones..
			I can use commas after fronted adverbials.	I can spell words with 'ei' such as 'vein'.
			I can use fronted adverbials.	I can spell words with 'eigh' such as 'weigh'.
		I can read aloud my writing to an audience using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my reading and writing.	I can spell words with the 's' sound spelt 'sc' such as 'science'.
		I proof-read my work and check for spelling and punctuation mistakes.	I can punctuate direct speech using inverted commas and other punctuation.	I can spell words ending with the 'g' sound spelt 'gue' such as 'tounge'.
		I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	I use headings and sub-headings to structure and present my work.	I can spell words ending with the 'k' sound spelt 'que' such as 'unique'.
		I can edit my own work and that of others, suggesting and making improvements.	I can use conjunctions to express time, place and cause in my writing.	I can spell the 'sh' sound spelt 'ch' such as 'chef'.
		In non-narratives, I can organise my writing by using simple organisational devices.	I can use standard English forms of verb inflections instead of local spoken forms.	I can spell words with the 'k' sound spelt 'ch' such as chorus.
I can write simple sentences from memory that have been read to me, using the correct punctuation.		In narratives, I can organise my writing using different settings, characters and plot.	I know when to use 'a' or 'an' depending on what is next to the word.	I can spell words ending in the 'ure' sound such as 'treasure'.
When using a dictionary, I am able to use the first two or three letters of a word to check meaning.		I can organise my work in paragraphs around a theme.	I can add prefixes to form new words, such as adding super-, anti-, or auto- to words.	I can spell word with the suffix-ous.
I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.		I can compose and rehearse sentences orally, using an increasing range of sentence structures and sophisticated vocabulary.	I can use adverbs and prepositions to express time and cause in my writing.	I can spell words ending in -cian.
I am able to spell words that are often misspelt.	My handwriting is legible with all the letters the same height and the correct distance apart from each other.	I can discuss and record ideas to help me plan my writing.	I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.	I can spell words ending in -ssion
I can spell an increasing range of homophones.		I plan my writing by discussing similar writing to understand and learn from its structure, vocabulary and grammar.	I can extend my range of sentences with more than one clause by using a wider range of conjunctions.	I can spell words ending in -sion
I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.	I know which letters are appropriate to join when writing.			I can spell words ending in -tion
				I can spell words with 'ou' in them such as 'young' and 'touch'.
				I can spell words with the 'i' sound spelt 'y' such as 'myth'.
Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar & Punctuation	Spelling Rules