

## Year 3 & 4 Yearly Overview



### Sounds Write at Attenborough School



#### It is an expectation that in Year 3 & 4 :

- Focus on spelling patterns
- All spelling practice outcomes are to be recorded in the pupil's individual phonics exercise book.
- Handwriting is not directly taught through the phonics lesson; however, errors must be corrected immediately in the form of live feedback and modelling.

#### Planning and delivery:

Each spelling lesson is taught 3 x weekly for 15 minutes.

All pupils will take home 10 spellings per week focusing on the spelling pattern taught in the sessions.

A spelling quiz will take place once a week to assess the skill taught.

A dictation will take place twice a week to assess the skill taught.

Colleagues are to follow the Sounds- Write lesson scripts and teach from all of the polysyllabic lessons.

## Autumn Term

6.8 weeks	Autumn 1					
<b>06.09.22</b>	<b>12.09.22</b>	<b>19.09.22</b>	<b>26.09.22</b>	<b>03.10.22</b>	<b>10.10.22</b>	<b>17.10.22</b>
Initial assessments	Adding -es to nouns and verbs ending in -y/Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it/ Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The suffixes -ment, -ness, -ful, -less and -ly/ Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words/The /ʌ/ sound spelt ou	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings.  in/il/im/ir/re/sub/inter/  super/anti/auto	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings.  in/il/im/ir/re/sub/inter/  super/anti/auto

## Half Term 24.10.22-28.10.22

7.5 weeks	Autumn 2						
<b>31.10.22</b>	<b>07.11.22</b>	<b>14.11.22</b>	<b>21.11.22</b>	<b>28.11.22</b>	<b>05.12.22</b>	<b>12.12.22</b>	<b>19.12.22</b>
The suffix -ation/The suffix -ly	Words with endings sounding like /ʒə/ or /tʃə/(ure)  Endings which sound like /ʒən/(sion)	The suffix -ous/ Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	Words with the /k/ sound spelt ch (Greek in origin)/ Words with the /ʃ/ sound spelt ch (mostly French in origin)/ Words ending with the /g/ sound spelt -que and the /k/ sound spelt -que (French in origin)/ Words with the /s/ sound spelt sc (Latin in origin)/ Words with the /eɪ/ sound spelt ei, eigh, or ey	Homophones and near-homophones	Homophones and near-homophones	accident(ally) actual(ly) address answer, appear arrive believe bicycle	

## Spring Term

5.8 weeks	Spring 1				
<b>09.01.23</b> breath breathe build busy/business calendar caught centre century certain	<b>16.01.23</b> circle complete consider continue decide describe different difficult disappear, early	<b>23.01.23</b> earth eight/eighth enough exercise experience experiment extreme famous favourite	<b>30.01.23</b> February forward(s) fruit grammar group guard guide heard heart	<b>06.02.23</b> height history imagine increase important interest island, knowledge learn length	<b>13.02.23</b> library material medicine mention minute natural naughty notice occasion(ally)

## Half Term- 20.02.23- 24.02.23

5. weeks	Spring 2			
<b>27.02.23</b> often opposite ordinary particular peculiar perhaps popular position possess(ion)	<b>06.03.23</b> possible potatoes pressure probably promise, purpose quarter question recent regular reign	<b>13.03.23</b> remember sentence separate special straight strange strength suppose surprise therefore	<b>20.03.23</b> though/although thought through various weight woman/women	<b>27.03.23</b> Assess for gaps across the curriculum with whole class gaps addressed according to need and time allocated for precise practice for individual gaps.

