Year 4 – Autumn Term 2 – Spelling Log – Nov 26 SET A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Wk ending 6.11.26	Wk ending 13.11.26	Wk ending 20.11.26	Wk ending 27.11.26	Wk ending 4.12.26	Wk ending 11.12.26	Wk ending 18.12.26
1. happily 2. noisily 3. greedily 4. gently 5. humbly 6. nobly 7. finally 8. comically 9. dramatically 10. truly	1. information 2. decoration 3. adoration 4. mention 5. consideration 6. sensation 7. question 8. preparation 9. hesitation 10. position	1. occasion 2. possession 3. comprehension 4. confusion 5. expression 6. permission 7. invasion 8. decision 9. television 10. injection	1. musician 2. electrician 3. magician 4. politician 5. mathematician 6. technician 7. beautician 8. optician 9. librarian 10. historian	1. breathe 2. believe 3. height 4. straight 5. thought 6. through 7. caught 8. eight 9. fruit 10. favourite	1. disappoint 2. disagree 3. misbehave 4. misspell 5. inactive 6. incorrect 7. impossible 8. illegal 9. irregular 10. antisocial	1. happily 2. information 3. occasion 4. musician 5. breathe 6. disagree 7. gently 8. preparation 9. confusion 10. impossible
Review the suffixes **-ly and -ally**	Review **-tion and -ation** endings	Explore **-sion and -ssion** endings	Explore **-cian** endings	Focus on vowel digraphs: words from the Y3/4 statutory word list	Review of prefixes: **dis-, mis-, in-, im-, il-, ir-, anti-**	Revision





Ideas for how to practise:

1) Look at the word and count the number of letters and syllables.
2) Identify the part (s) of the word that is (are) tricky – circle, underline or highlight.
3) Devise a strategy to help learn the word: use a mnemonic (eg **D**ogs **O**ften **E**at **S**ausages – DOES),
4) Look at the word shape, recognise pattern of ascenders and descenders e.g. elephant,
5) Look at the way the word is built up from prefixes, roots & suffixes (*un* –comfort –*able* or *trans* – port - *ed*) or use a visual cue (there/their).
6) Every day, look at the word, say it, then cover, write and check it.
7) Write the word in a silly sentence.
8) Rainbow or pyramid spelling



Year 4 – Autumn Term 2 – Spelling Log – Nov 26 SET B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Wk ending 6.11.26	Wk ending 13.11.26	Wk ending 20.11.26	Wk ending 27.11.26	Wk ending 4.12.26	Wk ending 11.12.26	Wk ending 18.12.26
1. because 2. children 3. beautiful 4. could 5. should 6. would 7. people 8. Christmas 9. great 10. water	1. cats 2. dogs 3. catches 4. flies 5. copies 6. babies 7. boys 8. keys 9. thieves 10. wives	1. arriving 2. arrived 3. melting 4. melted 5. loving 6. loved 7. hurrying 8. hurried 9. copying 10. copied	1. patting 2. patted 3. grabbing 4. skipped 5. pinned 6. shopping 7. stopped 8. putting 9. swimming 10. hopped	1. quicker 2. quickest 3. happier 4. happiest 5. nicer 6. nicest 7. bigger 8. biggest 9. grander 10. grandest	1. table 2. apple 3. little 4. bottle 5. people 6. middle 7. circle 8. title 9. sparkle 10. jungle	Review a selection of this term's spellings.
Review common exception words from KS1	Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey	Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to is or chopping the final e	Review adding vowel suffixes -ed, -ing, when doubling the final consonant	Review vowel suffixes -er and -est	Review -le at the end of words	Review



Ideas for how to practise:

1) Look at the word and count the number of letters and syllables.
2) Identify the part (s) of the word that is (are) tricky – circle, underline or highlight.
3) Devise a strategy to help learn the word: use a mnemonic (eg Dogs Often Eat Sausages – DOES),
4) Look at the word shape, recognise pattern of ascenders and descenders e.g. elephant,
5) Look at the way the word is built up from prefixes, roots & suffixes (*un* –comfort –*able* or *trans* – port - *ed*) or use a visual cue (there/their).
6) Every day, look at the word, say it, then cover, write and check it.
7) Write the word in a silly sentence.
8) Rainbow or pyramid spelling



Year 4 – Autumn Term 2 – Spelling Log – Nov 26 SET C

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Wk ending 6.11.26	**Wk ending 13.11.26**	**Wk ending 20.11.26**	**Wk ending 27.11.26**	**Wk ending 4.12.26**	**Wk ending 11.12.26**	**Wk ending 18.12.26**
1. badge	1. age	1. cats	1. city	1. door	1. rain	1. make
2. edge	2. huge	2. dogs	2. face	2. floor	2. train	2. take
3. bridge	3. cage	3. books	3. race	3. poor	3. snail	3. came
4. fridge	4. page	4. trees	4. ice	4. because	4. paint	4. same
5. fudge	5. stage	5. wishes	5. cell	5. find	5. play	5. game
6. hedge	6. charge	6. boxes	6. cent	6. kind	6. stay	6. name
7. judge	7. change	7. buses	7. pencil	7. mind	7. today	7. plane
8. dodge	8. orange	8. churches	8. circus	8. behind	8. away	8. mistake
9. smudge	9. village	9. foxes	9. fancy	9. children	9. birthday	9. escape
10. budget	10. package	10. dishes	10. cycle	10. beautiful	10. Sunday	10. amaze
Teach the /dʒ/ sound spelt -dge at the end of words or syllables	Teach the /dʒ/ sound spelt -ge at the end of words or syllables	Review of plurals adding -s or -es with no changes to the root word	Teach the /s/ sound spelt c before e, i and y	Teach Y2 common exception words	Review the /eɪ/ sound spelt ai or ay	Review the /eɪ/ sound spelt a-e





Ideas for how to practise:

1) Look at the word and count the number of letters and syllables.
2) Identify the part (s) of the word that is (are) tricky – circle, underline or highlight.
3) Devise a strategy to help learn the word: use a mnemonic (eg **D**ogs **O**ften **E**at **S**ausages – DOES),
4) Look at the word shape, recognise pattern of ascenders and descenders e.g. elephant,
5) Look at the way the word is built up from prefixes, roots & suffixes (*un* –comfort –*able* or *trans* – port - *ed*) or use a visual cue (there/their).
6) Every day, look at the word, say it, then cover, write and check it.
7) Write the word in a silly sentence.
8) Rainbow or pyramid spelling



Year 4 – Autumn Term 2 – Spelling Log – Nov 26 SET D

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Wk ending 6.11.26	Wk ending 13.11.26	Wk ending 20.11.26	Wk ending 27.11.26	Wk ending 4.12.26	Wk ending 11.12.26	Wk ending 18.12.26
1. now 2. down 3. too 4. children 5. little 6. it's	1. said 2. like 3. when 4. some 5. come 6. came	1. like 2. what 3. don't 4. asked 5. looked 6. by	1. could 2. should 3. would 4. house 5. people 6. one	1. here 2. there 3. their 4. where 5. were 6. I'm	Revise all	Practise any gaps

100 high frequency words/ Phase 4



Ideas for how to practise:

1) Look at the word and count the number of letters and syllables.
2) Identify the part (s) of the word that is (are) tricky – circle, underline or highlight.
3) Devise a strategy to help learn the word: use a mnemonic (eg Dogs Often Eat Sausages – DOES),
4) Look at the word shape, recognise pattern of ascenders and descenders e.g. elephant,
5) Look at the way the word is built up from prefixes, roots & suffixes (*un* –comfort –*able* or *trans* – port - *ed*) or use a visual cue (there/their).
6) Every day, look at the word, say it, then cover, write and check it.
7) Write the word in a silly sentence.
8) Rainbow or pyramid spelling

s
sc
scr
scre
screa
scream

Year 4 – Autumn Term 2 – Spelling Log – Nov 26 SET D						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Wk ending 6.11.26	Wk ending 13.11.26	Wk ending 20.11.26	Wk ending 27.11.26	Wk ending 4.12.26	Wk ending 11.12.26	Wk ending 18.12.26
back but into	his him had	got get not	the then them	he she we	Review all	Practise any gaps

Ideas to help practise spelling:





