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SPELLING SUGGESTED PROGRESSION YEAR 4

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INTERNATIONAL PHONETIC ALPHABET (NON-STATUTORY)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in this document. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

CONSONANTS		VOWELS	
/b/	bad	/ɑ:/	father, arm
/d/	dog	/ɒ/	hot
/ð/	this	/æ/	cat
/dʒ/	gem, jug	/aɪ/	mind, fine, pie, high
/f/	if, puff, photo	/aʊ/	out, cow
/g/	gum	/ɛ/	hen, head
/h/	how	/eɪ/	say, came, bait
/j/	yes	/ɛə/	air
/k/	cat, check, key, school	/əʊ/	cold, boat, cone, blow
/l/	leg, hill	/ɪ/	hit
/m/	man		
/n/	man		
/ŋ/	sing		
/θ/	both		
/p/	pet		
/r/	red		
/s/	sit, miss, cell		
/ʃ/	she, chef		
/t/	tea		
/tʃ/	check		
/v/	vet		
/w/	wet, when		
/z/	zip, hens, buzz		
/ʒ/	pleasure		
		/ɪə/	beer
		/i:/	she, bead, see, scheme, chief
		/ɔ:/	launch, raw, born
		/ɔɪ/	coin, boy
		/ʊ/	book
		/ʊə/	tour
		/u:/	room, you, blue, brute
		/ʌ/	cup
		/ɜ:/	fern, turn, girl
		/ə/	farmer

This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

LEARNING OBJECTIVE:

To revise different spellings of the stressed sound /3:/, pronounced “er”, spelt **ur** / **ir** / **er** / **ear** / **or**

SEQUENCE 1

Y4 Words with the phoneme “er”

REVISIT, EXPLAIN, USE

Can you identify which of these words contain the “**er**” sound?

church, window, girl, term, Thursday, door, earth, heard, first, lawn, thirsty, adverb, worn, wear, working, word.

What are the different ways to represent the /3:/ “**er**” sound? Invite the children to record these on whiteboards and write down any words that use these graphemes. Confirm that we have met the graphemes **ur** / **ir** / **er** / **ear** / or in the past (used in words such as **turn, girl, term, earn, world**, for example).

Point out to children that this unit is exploring the stressed sound ‘**er**’, which is typically found at the beginning or in the middle of a syllable. However, the spelling **er** often appears as an unstressed sound at the end of words such as **teacher, letter** or **younger**.

TEACH, MODEL, DEFINE

Model how the use of mnemonics can be used to aid spelling of these words. *I was **thirsty** for a **drink**. The car did a **u-turn**. I **burst** the **bubble**. I **heard** with my **ear**. The **worm** went to **work**.*

In predicting best bet, rhyme is not such a useful strategy in this case, as there are no fixed patterns, e.g. **burst** and **first**.

However, creating analogies is useful, to reduce load on memory, e.g. **surf ’n’ turf/ shirt and skirt/ third, thirty** and **thirteen**. Some children may find it useful to write a word out in a couple of different ways and spot the one that looks right, e.g. **werk/work/wirk**.

Show the children the best bet grid and invite them to spot any useful pointers in terms of frequency or position of letters. For example, **or** is rare and the few words that use this grapheme all come after the letter **w**. If the phoneme is followed by an ‘s’ phoneme, ‘**ur**’ is the best bet.

Support children to identify the words from the Y3/4 statutory list that employ a version of this phoneme: **certain, circle, consider, different, early, earth, exercise, interest, learn, perhaps, purpose, surprise**.

Can they sort these words, placing them in columns with the headings **ur** / **ir** / **er** / **ear** / **or** and adding the words previously identified?

Discuss the meanings of words explored.

PRACTISE, EXPLORE, INVESTIGATE

Give out the phoneme spotter with target words embedded. Ask children to chart the examples in the grid. Which are more common spellings (**ir**, **ur**, **er**) and which are rarer (**ear** and **or**)?

Explain that we will focus on the more common spelling alternatives.

Fill in missing letters from target words, e.g. **ch__ ch**, **th__ty**, **p__son**, **g__l**, **Th__sday**, **th__mometer**.

Challenge: invite children to list words that end in the **unstressed ‘er’** sound spelt **er** like **pepper**.

MINOR GAPS

Consolidate the highest-frequency words using any of the GPCs covered. Invite the children to construct the words using a phoneme frame and check correct version of the target GPC against the best bet mat. Children can write the words down, with the **‘er’** phoneme in a different colour.

MAJOR GAPS

Secure spelling of eight or so highest-frequency words using **ir** or **ur**. Support the child to place plastic letters on a phoneme frame. They should independently build most of the word and could be supported to make the correct choice of **‘er’** phoneme. Invite them to check the word against the best bet grid.

sh	ir	t
----	----	---

h	ur	t
---	----	---

APPLY, ASSESS, REFLECT

Give children dictations using words studied, as well as others that use the same phoneme.

Give an example of a newspaper headline that uses several of the target words, e.g.

Thirty birds perch on Birmingham Church.

Ask children to create own “silly headlines” that use the target phoneme.

ur		ir		er		ear	or
fur	burger	circus	first	her	fern	earn	work
church		bird	thirsty		stern	learn*	word
lurch	burp	third		herb	govern		worm
curd	purple	shirk	sir	kerb		search	
surf	purpose*		stir	verb	perfect		worse
turf	surprise	girl			perhaps*	heard	worst
	curse	swirl	dirt	perch			
curl	nurse	twirl	shirt	jerk	verse	pearl	
hurl	purse	whirl	skirt	perk	personal	early*	
	Thursday		squirt		persuade		
urn	burst		thirteen	germ	certain*	rehearse	
burn	hurt	firmly	birth	perm			
churn	spurt		thirty	term	nerve	earth*	
turn	further	chirp		thermometer	serve		
turnip	survive				swerve		

*Words in the Y3/4 statutory word list



Phoneme spotter for “er” sound:

Underline words containing all the spellings of this phoneme and plot them in the grid below.

On Thursday, a group of thirty pupils persuaded their teacher to extend their learning to the outdoors. The class left their workbooks behind to pursue environmental studies. First, they walked as far as the river with the purpose of collecting samples of earth and worms from the riverbank behind the school. Then they carried further along the road to the traffic lights by Turner Street. Here, they stood on the kerbside and recorded the number of vehicles turning into the town centre. They were certain that this area has the highest level of dirt and burning fuel in the district. The third area they studied was in the local churchyard. Here they surveyed ferns and moss growing around the gravestones. They also counted the number of birds spotted and added this to their data from the earlier locations. The children wondered if they might perhaps find a link between pollution and the numbers of plants and animals in an area.

ur	ir	er	ear	or

Add any other words you can think of into the columns.

LEARNING OBJECTIVE:

Understand rules for applying suffixes beginning with vowel letters: **-y**, **-er** and **-est**

SEQUENCE 5

Y4 Adding suffixes **-y**, **-er** and **-est**

REVISIT, EXPLAIN, USE

Ask children to explain the terms 'root word', 'vowel' and 'suffix'.

Ask them to list the suffixes they already know, e.g. **-ed**, **-ing**, **-ly**, **-ness**.

Can children organise these into two groups (beginning with vowel suffixes and consonant suffixes)...not forgetting **y**, which the children will need to be reminded is an honorary vowel for the purpose of this learning. What can the children tell you about how the vowel suffixes **-y**, **-er** and **-est** work?

Remind children that these are suffixes that are added to words to create adjectives.:

Luck is a noun and **lucky** is an adjective.

Hill is a noun and **hilly** is an adjective.

Smoke is a noun and **smoky** is an adjective.

What can children tell you about adding **-y** to a noun?

TEACH, MODEL, DEFINE

Explain that the suffixes **-er** and **-est** help us to compare things.

For example: **fast** is an adjective, **faster** and **fastest** allow us to rank and compare. Adjectives ending in **-er** are known as 'comparatives', and those ending **-est** are 'superlatives', e.g. **good**, **better**, **best**.

Depending on the confidence of your class, you may wish to teach these rules across several sessions or just revise together.

Teach the rules that when you add suffixes beginning with vowel letters, you either:

- Do nothing, just add the suffix (where word ends in two consonant letters) (Y1) **quick**, **quicker**, **quickest**, **small**, **smaller**, **smallest**, **smell**, **smelly**.
- Change **y** to **i** and add the suffix (in words of more than one syllable) (Y2) **happy**, **happier**, **happiest**, **funny**, **funnier**, **funniest**.
- Drop **e** and add the suffix (Y2) **nice**, **nicer**, **nicest**, **spice**, **spicy**.
- Double the consonant and add the suffix (where the word ends in a short vowel sound and consonant letter) (Y2) **fat**, **fatter**, **fattest**, **big**, **bigger**, **biggest**, **fun**, **funny**.

PRACTISE, EXPLORE, INVESTIGATE

Provide the children with the table below and ask them to add the suffix endings in the table. Can they think of any more examples to add?

Ask children to create a table for adding **-y** to a range of words: **fun, smoke, spice, dream, smell, dress, lace, sleep, sun, drip.**

Challenge: can children add each of these vowel suffixes to any words to create a long chain, e.g. **spice, spicy, spicier, spiciest?**

MINOR GAPS

Focus on one key area that is not secure, such as dropping the e before adding the suffixes **-er / -est** for words such as **brave, nice, close, fine.**

MAJOR GAPS

Adding **-er / -est** where there is no change to a word (try to stick to single-syllable roots). Use a phoneme frame to plot out the root and then add **-er** or **-est** as a complete suffix.

qu	i	ck	+ er
----	---	----	------

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Ask the children to create comparing sentences, using some of the words below, such as:

Jack is quick, but Sam is the quickest runner.

Ask the children if they can tell you what to do if we want to add **-est** to the word '**worse**'.

Y1	
Statutory statement	Non-statutory words
Adding -ing , -ed and -er to verbs where the root word doesn't change.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.
Adding -er and -est to adjectives where the root word doesn't change.	grander, grandest, fresher, freshest, quicker, quickest.
Y2	
Statutory statement	Non-statutory words
Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it.	copied, copier, happier, happiest, cried, replied (exceptions: copying, crying, skiing, taxiing).
Adding -ing , -ed , -er - est and -y to words ending in -e , with a consonant before it.	hiking, hiked, hiker, nicer, nicest, shiny.
Adding -ing , -ed , -er , est and -y to words of one syllable, ending in a single consonant letter after a single vowel letter.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny.
Y3/4	
Statutory statement	Non-statutory words
Adding suffixes beginning with vowels (to words of more than one syllable).	forgetting, forgotten, beginning, beginner, preferred.

root word	add -er	root word	add -est
grand		smelly	
spicy		big	
green		thin	
wet		blue	
fresh		neat	
lucky		close	
sweet		merry	
dry		kind	



LEARNING OBJECTIVE:

Understand rules for applying suffixes beginning with consonant letters: **-ment, -less, -ful, -ness**

SEQUENCE 6

Y4 Adding consonant suffixes

REVISIT, EXPLAIN, USE

Ask children if they can explain the terms 'suffix', 'root word', 'consonant' and 'vowel'. Invite them to list suffixes they already know, then organise these into two groups - suffixes beginning with consonants such as **-ment**, and suffixes beginning with vowels such as **-ed**.

Explain that this sequence focuses on consonant suffixes (**-ment, -ness, -ful, -less, -ly**). Do they notice any patterns when adding these suffixes? "What do we do? What do you see?"

Elicit responses that show children understand that if a suffix starts with a consonant letter, it is added straight onto most root words, without any change to the last letter of the word.

Exceptions: 1) the word **argument** 2) Root words ending in **-y**, if the root has more than one syllable, e.g. **merriment, happiness, plentiful, penniless, happily**.

Remind children that the suffix **-ful** only has one **l**.

TEACH, MODEL, DEFINE

Explain that a morpheme is a unit of meaning. Spend some time counting morphemes in words, e.g. **cat** = 1, **cats** = 2, **sadness** = 2 and **happiness** = 2 (Check they understand the difference between morphemes and syllables e.g. **apple** = 1 morpheme but 2 syllables)

Teach children how to construct multisyllabic words, to include each of the morphemes they can hear: **disrespectful – dis-re-spect-ful; resentment – re-sent-ment; spitefulness – spite-ful-ness, mindlessness – mind-less-ness**.

This should help them to construct longer words more successfully. Ensure they understand the meaning of each morpheme and each root, so that they can build their vocabulary and tackle unfamiliar words.

PRACTISE, EXPLORE, INVESTIGATE

Children work with partners or in a small group. They can use the root and suffix cards to build words or to create a domino game. In both cases, team members need to agree that a real word has been created. At the end of either activity, partners should challenge each other to spell words created by roots and suffixes, and then use the card to check. Which roots can be used to create the most related words? E.g. **mind** – **mindful**, **mindless**, **mindlessness**, **unmindful**, **mindfulness**.

MINOR GAPS

Choose two suffixes to consolidate and help children to see the pattern. Then work on another two. Start with **-ful** / **-less**, as these will generate antonyms of adjectives such as helpful or helpless; and then look at **-ment** / **-ness**, as these give you nouns. Start with two-syllable words to build confidence, e.g. **thickness**.

MAJOR GAPS

Explore and secure words ending in **-ness**, starting with CVC words such as **sad**, **bad**, **thick**, **quick**. Encourage the child to build the root word on a phoneme frame and then add **ly** as a unit:

qu	i	ck
----	---	----

 + ness

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Dictate sentences using words taught.

Ask children to create a set of character descriptions for each film or game characters or characters from a class book. Ask them to include as many words as possible that use these suffixes.

For example, **Miss Scarlett is a spiteful and vengeful character, who mistrusts everyone she meets. Her happiness was destroyed by Mrs White, and she needs no encouragement to start an argument with her.**

ful	experi	ness	resent	ful	happi	ness	wonder
ful	merri	ness	respect	ful	sweet	ness	use
ful	loneli	ness	care	ful	worth	ness	peace
ful	enjoy	ness	beauti	ful	end	ness	entertain
ment	taste	less	home	ment	wish	less	kind
ment	blame	less	thick	ment	grate	less	encourage
ment	hope	less	decisive	ment	treat	less	embarrass
ment	speech	less	success	ment	serious	less	bright

LEARNING OBJECTIVE:

Revision of words from the Y3/4 statutory word list

SEQUENCE 11

Y4 Statutory word list

REVISIT, EXPLAIN, USE

Test: give the class a test of the Y2 CEW words and some of the words from the Y3/4 statutory word list. If any children score below 75%, explore further to see where the gaps are. Consider whether there are any patterns with mistakes, such as missing out some graphemes or syllables; difficulty choosing the correct vowel digraph; uncertainty over unstressed letters trouble with multisyllabic words, especially suffix endings. What were the commonly misspelt words for the class?

Share examples of commonly misspelt words, especially any that you have noticed coming up in children's independent writing.

TEACH, MODEL, DEFINE

Remind children that the words in the Y3/4 statutory word list can seem like tricky words but even they have some predictable graphemes. There is often just one tricky bit, with a letter or letters that does or do not fit our known GPCs or use rarer forms of GPCs. Invite the children to look at the word **great** again. Explain that it is tricky because the **ea** rarely makes a 'long a' sound.

Look at the tricky parts of commonly misspelled words such as **people**. The **ps** are no problem and the **-le** ending fits the general rule, but the **eo** does not seem to fit with the pronunciation. Show the children that artificial articulation, to say "**pe-o-ple**" might help.

Model how the use of mnemonics can be used to aid spelling of these words. **NB:** Try not to make them too complex, and try to include the target word as the first letter so the child has less to remember. e.g. **does** = **D**oes **O**liver **E**at **S**ausages? Or just create a mnemonic for the tricky bit such as: **could** = **C**, oh u lucky duck; **would** = **W**, oh u lucky duck; **should** = **Sh**, oh u lucky duck.

Support children to find words that all follow the same pattern and create a silly sentence:

I am here, she is there, but I don't know where he is.

Do the same with some of the words from the Y3/4 statutory list. Remind children that, sometimes, writing a word out a couple of different ways helps us to spot which way it should be written, e.g. **breeth/breethe/breathe**, or **cercle/curcel/circle**.

Show children how to break up multisyllabic words into separate morphemes, e.g.

fam-ous, poss-ible, vari-ous, im-port-ant. Encourage children to use a different colour for each morpheme and underline any tricky parts such as the **m** in important, or the **i** in various. Demonstrate proofing strategies such as reading a text from the bottom up or one sentence at a time.

PRACTISE, EXPLORE, INVESTIGATE

Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts. Invite children to try speedwriting the word to see how many times they can write it (in a joined script) in one minute.

Some children might like to use a phoneme frame to plot out words.

Pose the question: "How can we remember some of the words with tricky letter strings?" Allow discussion and then invite children to invent their own mnemonics or strategies for words with which they struggle.

APPLY, ASSESS, REFLECT

Dictation using these words.

Ask children to devise simple sentences that include examples of Y3/4 statutory words, common exception words and frequently misspelt words.

Encourage children to take responsibility for proofing these words in their independent writing. In KS2, the KS1 CEWs can be known as non-negotiable – they must be spelt correctly moving forward. This means that children should look out for these words in their writing and correct them independently, where possible. Furthermore, teachers should prioritise these words when they are misspelt in a child's writing and draw a child's attention to the error. Early intervention here will help children to commit these words to sight vocabulary and make the spelling automatic. As these words occur so frequently, the incorrect version soon becomes automatic if not addressed and the habit is then hard to undo.

Give children a passage with 20 errors of high-frequency words from the Y2 CEWs and Y3/4 list, such as the one below. Ask them to proofread the passage and then share the correct version. Children score a mark for each word they have corrected, up to a maximum of 20/20.

Proof read this passage and find 20 spelling mistakes:

Occasionally, I enjoy reading histry books in the middle of the night. I get them from the libery so that I can improve my knowlege. My gran dosen't like me doing this because she says I don't get enogh sleep when I stay up so late. I supose she is right but Henry Eigth is my favorite king so I want to lurn all about his rain. If I get cort reading under the bedcloths with my torch, gran tells me not to be so norty. Then she winks and asks me a difficult qestion. If I get the anser wrong, she turns the light streight of. Prehaps that is fare.

Answers:

Occasionally, I enjoy reading **histry** books in the middle of the night. I get them from the **libery** so that I can improve my **knowlege**. My gran **dosen't** like me doing this because she says I don't get **enogh** sleep when I stay up so late. I **supose** she is right but Henry **Eigth** is my **favorite** king so I want to **lurn** all about his **rain**. If I get **cort** reading under the **bedcloths** with my torch, gran tells me not to be so **norty**. Then she winks and asks me a difficult **qestion**. If I get the **anser** wrong, she turns the light **streight of**. **Prehaps** that is **fare**.

Y1	
Statutory statement	Non-statutory words and guidance
N/A.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used.
Y2	
Statutory statement	Non-statutory words and guidance
N/A.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Notes: • children is not an exception to what has been taught so far but is included because of its relationship with child. • some words are exceptions in some accents but not in others, e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. • great, break and steak are the only common words where the /ei/ sound is spelt ea.
Y3/4	The word lists for Years 3/4 and Years 5/6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those that they often misspell. See national curriculum spelling appendix for full list.

BATTLESHIPS

Hide your grids from each other. Each word represents a battleship. The aim of the game is to sink your partner's battleships by collecting all the letters needed to complete each word.

Take it in turns to choose a coordinate e.g. B1

If your opponent selects a square that contains a letter from one of your words you must tell them the letter and they write it in their blank grid. When they think they know a word, they can guess it in an attempt to 'sink' your battleship. You can tick off each guessed letter. If your opponent is unsuccessful then it is your turn to try to sink one of their ships by selecting a coordinate on the enemy's grid.

Once your opponent has correctly identified the last letter of the last word, you must say, "You've sunk my battleships!" in order to declare the other person a winner.



	A	B	C	D	E	F
1	o	f	t	e	n	
2		a		n		b
3		m		o		u
4		o		u		i
5		u		g		l
6		s		h		d
My ships						

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						
Enemy ships						

BATTLESHIPS

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	A	B	C	D	E	F
1	r		a		t	
2	e	a	r	t	h	
3	c		r		o	
4	e		i		u	
5	n		v		g	
6	t		e		h	
My ships						

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						
Enemy ships						

LEARNING OBJECTIVE:

Understand rules for applying prefixes: re-, super-, inter-, sub-, anti-

SEQUENCE 13

Y4 Adding prefixes re-, super-, inter-, sub-, anti-

REVISIT, EXPLAIN, USE

Ask the children if they can tell you what the terms 'prefix' and 'root word' mean. Call out some of the words created during the previous unit and ask the children to record them. How did they do? Now, display some words using the prefixes that they were taught in last year: **rejoin**, **rebuild**, **reunite**, **supermarket**, **superhero**.

Ask the children to read the words and record them as prefix / root word. Can they explain what we do when we add these prefixes to a root word? (They are simply added to the beginning of a word, without any change to the spelling of the root word.)

Ask children to explain what these prefixes are doing to the meaning of a word. (**re-** means **again** and **super-** means **above** or perhaps better – **above and beyond / even more than**.)

Remind children that, in most cases, each word will only take one prefix and it can be quite tricky to know which one to add.

Now cover up these words and ask the children to write them down. Check and address any misconceptions.

TEACH, MODEL, DEFINE

Explain that the prefixes in this sequence are prepositional - they describe things in relation to each other.

Show the prefix **anti-** and explain that it means 'against'. Invite children to suggest examples such as **anticlockwise**, **antisocial**, **antifreeze**, **antiseptic**.

Model breaking these words into morphemes, e.g. **anti-clock-wise**.

Now show children other prefixes that work in the same way: **sub-**, meaning **under**; and **inter-**, meaning **between**. Again, invite children to suggest possible words such as: **subdivide**, **subheading**, **submarine**, **submerge**, **subway** and **interact**, **intercity**, **international**, **interrelated** (**inter** + **related**).

NB: Spend plenty of time exploring the meanings of words, as most of these will be unfamiliar to children.

PRACTISE, EXPLORE, INVESTIGATE

Invite children to think of or look up words to go under the headings of the prefixes: **inter-**, **sub-**, **anti-** using the resource below. Ensure they have understood the meaning of each word.

Challenge:

There are other prefixes that are prepositional such as **pre-** (before), **co-/con-** (with), **under-** (below), **over-** (beyond), **pro-** (forward), **mid-** (centre), **ex-x-** (out), **post-** (after). Confident spellers might have fun thinking of root words that go with these prefixes such as **underwater**, **midnight**, **overjoyed**.

Children could be given roots and prefixes to match up.

APPLY, ASSESS, REFLECT

Ask children if they can explain what happens to meaning and spelling when they add the prefixes. Discuss any misconceptions.

Give children a list of prefixes. Ask them to add an appropriate root word and then write a sentence using the word in context e.g.

super- We bought tea at the supermarket.

anti-
sub-
re-
mid-
under-

MINOR GAPS

Focus on consolidation of two prefixes of the children's choice. Put a few root words on cards and invite children to choose which prefix to put in front of the root. Encourage children to write the complete words, using a different colour pen for each morpheme.

MAJOR GAPS

Give children a few key words that use any version of the prefixes studied over the last two years, e.g. **return**, **subheading**, **incorrect**, **disagree**, **unhappy**, **mistake**.

Encourage children to read the word, discuss the meaning and write the complete words using a different colour pen for the prefix and underlining any tricky parts.

Y1	
Statutory statement	Non-statutory words
Adding the prefix un- .	unhappy, undo, unload, unfair, unlock.
Y2	
Statutory statement	Non-statutory words
N/A.	
Y3/4	
Statutory statement	Non-statutory words
More prefixes.	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect, illegible, illegal immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph.

Find related words to go in each hexagon,
using the morpheme in the centre as an affix.
One has been done for you in each case:

