

Y3/4 Planning: A suggested Order to Teach the Sequences Across the Year

To note: While a 'suggested' order is offered below in which to teach the Decision Spelling sequences, covering the National Curriculum for each phase group, you may well find that the needs of your class, or groups of children within your class, dictate the need to, on occasion, look into different phase groups to find a sequence that will help to address spelling issues as they arise in your class across the year. Ultimately, class teachers and perhaps subject leaders, are in command of the learning in their classrooms, and so are best placed to make informed decisions about which Decision Spelling sequence is needed now in order to address any gaps in children's learning, and to then move their learning on.

As an example, you may have a class of Year 4 children, but realise after marking an independent write in a class set of books, that there is a clear gap in the children's knowledge of the 'Hard and Soft C and G'. In this case, you can decide to look at the planning in a different phase group, in this case Year 2, to find a sequence specifically on 'Hard and Soft C and G'.

In each term, you should find that there are spare weeks, and so finding time to guide children through sequences from different phase groups, as is appropriate and necessary, should be manageable.

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Autumn Term											
Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y3/4 assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	02 – Long A Phoneme	03 – long E Phoneme	04 – long I Phoneme	05 – Etymology (part 1)	06 – The /shun/ Word Ending	07 – Developing Personal Spelling Lists	08 – The /shur/ and /cher/ Word Endings	09 – Homophones	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.
Duration	One week	One lesson	One week	One week	One week	Two weeks	Two weeks	One week	Two weeks	One week	Two to three lessons

Spring Term									
Sequence Code and Title	01 - Meta Language and statutory word list: choose a new set of words to focus on from the list.	Termly spellings from 'Y3/4 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	010 – Long O Phoneme	011 – Long U Phoneme	012 – Etymology (Part 2)	013 – Apostrophes	014 – Prefixes	015 - Homophones	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.
Duration	One week	One lesson	One week	One week	Two weeks	Two weeks	Two weeks	One week	Two to three lessons

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Summer Term								
Sequence Code and Title	01 - Meta Language and statutory word list: choose a new set of words to focus on from the list.	Termly spellings from 'Y3/4 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	016 – The /or/ Phoneme	017 – The /ear/ Phoneme	018 – Etymology (part 2)	019 – The /ous/ Word Ending	020 – Homophones	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next year.
Duration	One week	One lesson	One week	One week	Two weeks	Two weeks	One week	Two to three lessons