Year 4 Spelling Workshop

Thursday 5th February 2026

At Moss Hey, we have high expectations in writing and believe that good spelling underpins a child's enjoyment, confidence and accuracy in writing.

When a child lacks confidence and fluency in spelling, it can form a barrier when writing across the curriculum.

It can also impact on self-confidence and can limit outcomes in writing at the end of KS2.

Spelling is an essential skill which allows children to clearly communicate their understanding in writing.

Aims

At Moss Hey Primary School we aim to:

· Empower children to spell accurately using the rules and common exception words identified in the National Curriculum

· Develop positive attitudes to spelling

· Promote an interest and enjoyment of words and their structures

· Encourage children to accept responsibility for their own learning

· Enable children to edit and correct their own errors using tools and strategies they deem to be most helpful

We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their writing.

To ensure this happens we teach using Ready Steady Spell. This is a systematic spelling programme which covers all the National Curriculum objectives in a cyclical way.

Children are also taught a range of engaging and interactive strategies which can be used to support recall of spellings and moving spellings into the Long Term Working Memory.

•Spelling is taught 3 times per week; Monday, Tuesday and Thursday

•The daily sessions include a clear 4 part lesson, Revisit/Revise, Teach, Practise and Apply and covers the Statutory Word List and strategies to support remembering the spellings, teaching of rules where appropriate and application into writing

Revisit & Review

Teach

Practise & Apply

•In Summer 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content

•The objectives are returned to across the year three times to ensure that spellings are embedded

•We have a weekly spelling test on a Friday, testing words from the previous week which is in addition to the lessons.

•At the end of each half term, there is a consolidation week that revisits all spelling patterns learnt so far

Consolidation Week
Lesson 3

Syll-a-beat

syllable	syllable	syllable	syllable	word
de	liv	er	ing	delivering

The word 'delivering' is broken up into 4 syllables.

Clap → Study → Point → Chant

Phonic Sound

sound	sound	sound	sound	blend
f	ou	n	d	found

The word 'found' has 4 individual phonemes.

Point → Say → Blend → Use phoneme fingers → Segment to spell

Rule Rhyme

If a root word ends in y, change it to an i and then add **es**.

lorry

lorries

Rhythm and rhyme are excellent ways to remember spelling rules and recall for application.

Listen → Sing → Repeat

Picture It

I see the sea.

The homophones 'see' and 'sea'.

Study the images → Read 3 times → Close eyes → Visualise → Recall

Tricky Bit

rhythm

rhythm

The 'Tricky Bit' in the word 'rhythm' is 'hy'.

Look → Discuss tricky part → Stare → Visualise

Wrong Say Right Spell

ve	h	icle

vehicle

In the word 'vehicle' the 'h' sound is not usually heard. We deliberately emphasise and over enunciate the red part, 'h' by mispronouncing - ve-h-icle.

Study → Say each part → Pronounce the red part → Re-read and emphasise → Visualise

Word Build

root	suffix	word
reply	ing	replying

'Replying' = 'reply' (root) and 'ing' (suffix).

Discuss the root word → Point to and discuss prefixes / suffixes → Discuss the meaning of entire word