



## Spelling - work for years 3 and 4

### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

### New work for years 3 and 4

Statutory requirements	Rules and guidelines	Example words
Adding suffixes beginning with vowel letters to words of more than one syllable	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.</p> <p>The consonant letter is not doubled if the syllable is unstressed.</p> <p><b>Example suffixes to teach</b> -ed -ed -est -ing -ation</p>	<p><b>(Statutory Word List:)</b> <b>consider</b> <b>remember</b></p> <p>Other examples: forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</p>
The /ɪ/ sound spelt y elsewhere than at the end of words	<p>These words should be learnt as needed.</p>	<p>myth, gym, Egypt, pyramid, mystery, pyramid</p> <p>hymn, crystal, crypt, gypsy, oxygen, calypso, cygnet, lyric, physics, physical, symbol, symptom, syrup, system, typical</p>



## Year 3 and 4 Spelling Work

Statutory requirements	Rules and guidelines	Example words
The /ʌ/ sound spelt ou	These words should be learnt as needed.	<p>young, touch, double, trouble, country</p> <p><i>couple, courage, encourage, cousin, flourish, nourish, southern</i></p> <p><b>(Statutory Word List:)</b> <b>enough</b></p>
<p>To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre</p> <p>To use knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p>	<p><b>dis-</b>: disappoint, disagree, disobey <b>(Statutory Word List:)</b> <b>disappear</b> <i>disable, dislike, disqualified, disinfect, disconnect, dishonest</i></p> <p><b>mis-</b>: misbehave, mislead, misspell (miss + spell) misplace, misfire, mishear, mistake, misunderstand, mistreat, mislead</p> <p><b>in-</b>: inactive, incorrect <i>inaccurate, incurable, incapable</i></p> <p><b>il-</b>: illegal, illegible, <i>illuminate</i></p> <p><b>im-</b>: immature, immortal, impossible, impatient, imperfect</p>



## Year 3 and 4 Spelling Work

<p><b>Prefixes continued...</b></p>	<p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'</p> <p><b>super-</b> means 'above'</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p><b>ir-:</b> irregular, irrelevant, irresponsible, <b>irresistible</b></p> <p><b>re-:</b> redo, refresh, return, reappear, redeccorate <b>(Statutory Word List:)</b> <b>relearn, reconsider, rebuild,</b> <b>reuse, reread, recycle, revisit</b></p> <p><b>sub-:</b> subdivide, subheading, submarine, submerge, <b>subscribe, subordinate</b> (as in subordinate clause)</p> <p><b>inter-:</b> interact, intercity, international, interrelated (inter + related), <b>interview, interchange</b></p> <p><b>super-:</b> supermarket, superman, superstar, <b>supervision, superhero, superpower</b></p> <p><b>anti-:</b> antiseptic, anti-clockwise, antisocial, antidote</p> <p><b>auto-:</b> automatic, autograph, <b>autobiography</b></p>
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## Year 3 and 4 Spelling Work

Statutory requirements	Rules and guidelines	Example words
<b>The suffix -ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration  situation, organisation, imagination, expectation
<b>The suffix -ly</b>  <b>To recognise and spell common suffixes and how these influence word meanings, e.g. ly, ful, less</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The <b>-ly</b> suffix starts with a consonant letter, so it is added straight on to most root words.</p> <p><b>Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</li> <li>2. If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</li> <li>3. If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>, <i>basically</i>, <i>frantically</i>, <i>dramatically</i>.</li> <li>4. The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</li> </ol>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p> <p><b>(Statutory Word List:)</b>  <i>accidentally, occasionally, probably, actually</i></p> <p><i>certainly, importantly, naturally, popularity, possibly, regularly, strangely, busily, extremely, naughtily, famously, particularly, recently, peculiarly</i></p>



## Year 3 and 4 Spelling Work

Statutory requirements	Rules and guidelines	Example words
<b>Words with endings sounding like /ʒə/or/tʃə/</b>	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending, e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure, future, <b>structure, temperature, mixture, capture, culture</b></p> <p><i>teacher, catcher, richer, stretcher.</i></p>
<b>Endings which sound like /ʒən/</b>	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> .	<p>division, invasion, confusion, decision, collision, television</p> <p><b>occasion, conclusion, vision, explosion, erosion, revision</b></p>
<b>The suffix -ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as i, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>



## Year 3 and 4 Spelling Work

Statutory requirements	Rules and guidelines	Example words
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	<p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> (invent) or <b>te</b> (hesitate).</p> <p><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.</p> <p><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> attend - attention, intend - intention.</p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission, omission, possession, <b>procession</b>, <b>impression</b></p> <p>expansion, extension, suspension, comprehension, tension, <b>supervision</b></p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		<p>scheme, chorus, chemist, echo, character</p> <p><b>chaos, anchor, ache, monarch, stomach, technology, mechanic, technical</b></p>



## Year 3 and 4 Spelling Work

Statutory requirements	Rules and guidelines	Example words
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure  champagne, chandelier, charade, chute, moustache, parachute
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique  plague, rogue, vague, dialogue, catalogue,  technique, opaque
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent  scent, scenery, scissors, ascend, ascending, descend, descending, scientist
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey  veil, reign, sleigh, fright, weight, neigh, sheikh, beige, grey, prey, they, obey, convey, survey, surveyor
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).	girls', boys', babies', children's, men's, mice's, women's  (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population. Thomas's present).



## Year 3 and 4 Spelling Work

Statutory requirements	Rules and guidelines	Example words
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

### Word List - years 3 and 4

The following words are taken directly from the National Curriculum.

There is an expectation that by the end of the given year, children can read, spell and use the following words correctly.

Please note: The words have been gathered into word classes of how they may be most commonly used. However some words can have different meanings depending upon how they have been used.

For example: ANSWER can be a noun. E.g. I gave an answer.

However, it can also act as a verb. E.g. I had to answer the question.

Where words can belong to more than one word class, they have been identified in brackets.





## Year 3 and 4 Spelling Work

Year 3 word list		Year 4 word list	
<p><b><u>Adjectives</u></b>            certain            difficult            early            important            natural            often            ordinary            opposite (<i>preposition</i>)            popular            possible            regular            strange</p> <p><b><u>Adverbs</u></b>            forward *            forwards *            probably</p> <p><b><u>Nouns</u></b>            address (<i>verb</i>)            bicycle            calendar            circle            centre            earth (<i>verb</i>)            eight            eighth            February            fruit            grammar            group (<i>verb</i>)            history</p>	<p>island            material            minute            notice (<i>verb</i>)            position            potatoes            promise (<i>verb</i>)            purpose            question (<i>verb</i>)            sentence            thought            woman            women</p> <p><b><u>Verbs</u></b>            appear            arrive            build            complete (<i>adjective</i>)            consider            continue            decide            describe            disappear            imagine            learn            remember            suppose</p>	<p><b><u>Adjectives</u></b>            actual            busy            different            extreme            famous            favourite            naughty            particular            peculiar            recent            special            straight            various</p> <p><b><u>Adverbs</u></b>            accidentally            actually            enough ^            occasionally            perhaps            therefore **</p> <p><b><u>Conjunctions</u></b>            although            though</p> <p><b><u>Nouns</u></b>            accident            answer (<i>verb</i>)            breath            business            century</p>	<p>experiment (<i>verb</i>)            exercise (<i>verb</i>)            guard (<i>verb</i>)            guide (<i>verb</i>)            heart            height            interest            knowledge            length            library            medicine            occasion            possession            pressure            quarter (<i>verb</i>)            strength            surprise (<i>verb</i>)            weight</p> <p><b><u>Prepositions</u></b>            through</p> <p><b><u>Verbs</u></b>            believe            breathe            caught            experience (<i>noun</i>)            heard            increase            mention            possess            reign (<i>noun</i>)            separate (<i>adjective</i>)</p>

\*In the sentences: The car drove forward. Or the sentence: The children ran forwards. The words forward/forwards are acting as the adverb, describing the movement. They can easily be confused for prepositions. Forward/Forwards can commonly be adjectives and verbs.

\*\*Technically an adverb, but used as a conjunction/connective device to link paragraphs and sentences.

^Technically as adverb or pronoun, despite not ending in -ly.



## Year 3 and 4 Spelling Work

### Notes and guidance (non-statutory)

Teachers / parents / carers should continue to emphasise to children the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

#### Examples:

business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as **busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- bicycle is cycle (from the Greek for wheel) with **bi-** (meaning 'two') before it.
- medicine is related to medical so the /s/ sound is spelt as **c**.
- opposite is related to oppose, so the schwa sound in opposite is spelt as **o**.