

# 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 3/4 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	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. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.  The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	<b>dis-</b> : disappoint, disagree, disobey <b>mis-</b> : misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> . Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti-clockwise, antisocial <b>auto-</b> : autobiography, autograph
The suffix -ation	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in -y 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.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3/4) 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>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<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</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix -ous	<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 <b>i</b>, 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</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
Words with the /k/ sound spelt ch (Greek in origin)
Words with the /ʃ/ sound spelt ch (mostly French in origin)
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
Words with the /s/ sound spelt sc (Latin in origin)
Words with the /eɪ/ sound spelt ei, eigh, or ey

Statutory requirements
Possessive apostrophe with plural words
Homophones and near-homophones

Rules and guidance (non-statutory)	Example words (non-statutory)
<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> or <b>te</b>.</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> <i>attend - attention, intend - intention</i>.</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</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
	scheme, chorus, chemist, echo, character
	chef, chalet, machine, brochure
	league, tongue, antique, unique
In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent
	vein, weigh, eight, neighbour, they, obey

Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b>, but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural - e.g. <i>children's</i>).</p>	<p>girls', boys', babies', children's, men's, mice's</p> <p>(<b>Note:</b> singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)</p>
	<p>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</p>

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils 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**.

## Word list - years 3 and 4

accident(ally)	<u>dis</u> appear	island	<b>promise</b>
<b>actual</b> (ly)	early	knowledge	purpose
address	earth	learn	quarter
answer	<u>eight</u> (h)/ <u>eighth</u>	length	question
<b>appear</b>	<b>enough</b>	library	recent
<b>arrive</b>	<b>exercise</b>	material	regular
<b>believe</b>	<b>experience</b>	medicine	<u>reign</u> (h)
<b>bicycle</b>	experiment	<b>ment</b> <u>ion</u>	remember
breath	<b>extreme</b>	minute	sentence
breathe	famous	natural	separate
<b>build</b>	<b>favourite</b>	<b>naughty</b>	<b>special</b>
<b>busy</b> /business	<b>February</b>	<b>notice</b>	<b>straight</b>
calendar	<b>forward</b> (s)	occasion(ally)	<b>strange</b>
<b>caught</b>	<b>fruit</b>	often	<b>strength</b>
centre	grammar	opposite	suppose
century	group	ordinary	<b>surprise</b>
<b>certain</b>	guard	<b>particular</b>	therefore
circle	guide	<b>peculiar</b>	though/although
complete	<b>heard</b> (h)	perhaps	thought ( phase 5)
consider	heart	<b>popular</b>	<b>through</b> (phase 5)
continue	height	<b>position</b>	(h)
decide	history	possess(ion)	<b>var</b> <u>ious</u>
describe	imagine	possible	weight (h)
<b>different</b> (phase 5)	increase	<b>potatoes</b>	woman/women
difficult	<b>important</b>	pressure	
	interest	probably	

Words in bold do not appear in the cross-curricular word list.

Please note there are some words on the statutory word lists that do not appear on here as they do not fit into the curriculum areas.

**Year 3 and 4 word list groups**

	<b>Science</b>	<b>Maths</b>	<b>Language of learning</b>	<b>Geography</b>	<b>Literacy language</b>	<b>History</b>
	material natural experiment pressure separate medicine breath/e heart	circle centre eight/h quarter weight height group length minute increase opposite century	complete consider continue decide answer describe guide imagine interest knowledge learn purpose remember thought difficult	island earth	library sentence question grammar describe answer address possession	history reign famous century recent woman/women
	<b>Time words</b>	<b>Unstressed vowels</b>	<b>Music</b>	<b>Connecting adverbials</b>	<b>Hypothetical language</b>	<b>Rare GPCs</b>
	regular occasionally often early minute recent calendar	February business interest ordinary separate	rhyme rhythm	though although therefore	perhaps possible probably suppose	guard guide

### Year 3: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

### Year 4: Detail of content to be introduced (statutory requirement)

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive -s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day</i> , <i>I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial