

Spelling Year 3 & 4

Years 3 & 4 principal focuses

- Revision of all work in Years 1 & 2 (pages 50-58)
- The rules for adding suffixes
- Possessive apostrophes with plural words
- Homophones and near homophones
- The use of root words in spellings
- Spelling families (words which follow the same pattern)
- Exception words – words that don't follow a common pattern and need to be learnt

Performance indicator	Example words (& exception words)
<ul style="list-style-type: none"> • I can add suffixes beginning with vowel letters to words of more than one syllable 	<i>forgetting, forgotten</i> <i>beginning, beginner</i> <i>prefer, preferred</i> <i>gardening, gardener</i> <i>limiting, limited, limitation</i>
<ul style="list-style-type: none"> • The /ɪ/ sound spelt y elsewhere than at the end of words 	<i>myth, gym, Egypt, pyramid, mystery</i>
<ul style="list-style-type: none"> • The /ʌ/ sound spelt ou 	<i>young, touch, double, trouble, country</i>
<ul style="list-style-type: none"> • A wide range of prefixes, including: un- dis- mis- in- re- sub- inter- super- anti- auto- 	<i>dis- disappoint, disagree, disobey</i> <i>mis- misbehave, mislead, misspell</i> <i>in- inactive, incorrect</i> <i>Before a root word beginning with l</i> <i>il- illegal, illegible</i> <i>Before a root word beginning with r in-</i> <i>becomes ir-</i> <i>irregular, irrelevant' irresponsible</i> <i>re- means 'again' or 'back'</i> <i>redo, refresh, return, reappear,</i> <i>redecorate</i> <i>sub- means 'under'</i> <i>subdivide, subheading, submarine,</i> <i>submerge</i> <i>inter- means 'between' or 'among'</i> <i>interact, intercity, international,</i> <i>interrelated</i> <i>super- means above</i> <i>supermarket, superman, superstar</i> <i>anti- means against</i> <i>antiseptic, anti-clockwise, antisocial</i> <i>auto- means 'self' or 'own'</i>

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	<i>autobiography, autograph</i>
• The suffix -ation	<i>information, adoration, sensation, preparation, admiration</i>
• The suffix -ly	<i>sadly, completely, usually, finally, comically</i> <i>Exceptions to this pattern:</i> <i>happily, angrily</i> <i>gently, simply, humbly, nobly</i> <i>basically, frantically, dramatically</i>
• Words with endings like / ʒə / or / tʃ ə / -sure, -ture	<i>measure, treasure, pleasure, enclosure</i> <i>creature, furniture, picture, nature, adventure</i>
• Endings which sound like / ʒən / -sion	<i>division, invasion, confusion, decision, collision, television</i>
• The suffix -ous	<i>poisonous, dangerous, mountainous, famous, various</i> <i>tremendous, enormous, ,jealous</i> <i>humorous, glamorous, vigorous</i> <i>courageous, outrageous</i> <i>serious, obvious, curious, hideous, spontaneous, courteous</i>
• Endings which sound like / ʃ ə n/ spelt tion, -sion, -ssion, -cian	<i>invention, injection, action, hesitation, completion</i> <i>expression, discussion, confession, permission, admission</i> <i>expansion, extension, comprehension, tension</i> <i>musician, electrician, magician, politician, mathematician</i>
• Words with /k/ sound spelt ch (Greek in origin)	<i>scheme, chorus, chemist, echo, character</i>
• Words with the / ʃ / sound spelt ch (mostly French in origin)	<i>chef, chalet, machine, brochure</i>
• Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	<i>league, tongue, antique, unique</i>
• Words with the /s/ sound spelt sc (Latin in origin)	<i>science, scene, discipline, fascinate, crescent</i>
• Words with the / ə ɪ / sound spelt ei,	<i>vein, weight, eight, neighbour, they,</i>

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eigh, or ey	<i>obey</i>
<ul style="list-style-type: none"> • Possessive apostrophe with plural words 	<i>girls', boys', babies'</i> <i>but</i> <i>children's, men's, mice's</i>
<ul style="list-style-type: none"> • Homophones and near-homophones 	<i>accept & except</i> <i>affect & effect</i> <i>ball & brawl</i> <i>berry & bury</i> <i>brake & break</i> <i>fair & fare</i> <i>great & grate</i> <i>groan & grown</i> <i>here & hear</i> <i>heel & heal & he'll</i> <i>not & know</i> <i>male & mail</i> <i>main & mane</i> <i>meet & meat</i> <i>medal & meddle</i> <i>messed & mist</i> <i>peace & piece</i> <i>plane & plain</i> <i>rain & reign & rein</i> <i>seen & scene</i> <i>weather & whether</i> <i>whose & who's</i>

Year 3 & 4 important words list

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

- 17 statements -

Emerging: a minimum of 25% of the objectives met. If less than 25%, use the previous year's objectives
Developing: Broadly 50% of the objectives
Secure: Approximately 80% of the objectives met
Mastery: Broadly 100% of objectives met.