

National Curriculum 2014 Planning Document



Y3/4

Spelling Appendix

This document contains the Y3/4 Spelling appendix and should be used to support the planning, teaching and learning of Spelling in Year 3/4.

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

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|---|---|---|
| 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 /ɪ/ 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 | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> | <p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> |
| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
| | <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> | <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> |

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

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|-------------------------------|---|--|
| | <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3/4) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> | <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p> |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|--|--|---|
| | (4) The words <i>truly, duly, wholly</i> . | |
| Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er 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/ | If the ending sounds like /ʒən/, it is spelt as –sion . | division, invasion, confusion, decision, collision, television |
| 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. –our is changed to –or before –ous 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 –ous ending, it is usually spelt as i, but a few words have e.</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> |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|--|---|---|
| Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | Strictly speaking, the suffixes are –ion and –ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te . –ssion is used if the root word ends in ss or –mit . –sion is used if the root word ends in d or se . Exceptions: <i>attend – attention, intend – intention</i> . –cian is used if the root word ends in c or cs . | invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician |
| Words with the /k/ sound spelt ch (Greek in origin) | | scheme, chorus, chemist, echo, character |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) | | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) | | league, tongue, antique, unique |
| 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 |
| Words with the /eɪ/ sound spelt ei, eigh, or ey | | vein, weigh, eight, neighbour, they, obey |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|---|--|--|
| 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. | girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|--------------------------------|---|--|
| | <i>children's).</i> | population) |
| 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

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

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**.