

CLEVELAND ROAD PRIMARY SCHOOL



YEAR 3 / YEAR 4 SPELLING APPENDIX and WORD LIST

Spelling Appendix

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as ‘example words’ for years 1 and 2, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling – work for Years 3 and 4

Revision of Work from Year 1 and Year 2

Pay special attention to the rules for adding suffixes.

New Work for Year 3 and Year 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 /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed	myth, gym, Egypt, pyramid, mystery
The sound /ʌ/ 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 in- below Like un-, the prefixes dis- and mis- have negative meanings The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect
	Before a root word starting with l, in- becomes il Before a root word starting with m or p, in- becomes im- Before a root word starting with r, in- becomes ir- re- means 'again' or 'back' sub- means 'under' inter- means 'between' or 'among' super- means 'above'	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket,

	anti– means ‘against’ auto– means ‘self’ or ‘own’	superman, superstar anti–: antiseptic, anti-clockwise, antisocial auto–: autobiography, autograph
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	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly 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)
	Exceptions: (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 (2) If the root word ends with –le, the –le is changed to –ly (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i> (4) The words <i>truly, duly, wholly</i>	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure. 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>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
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	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word –our is changed to –or before –ous is added A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
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 sound spelt ch (mostly French in origin) /ʃ/		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)		science, scene, discipline, fascinate, crescent
Words with the /ei/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s	girls’, boys’, babies’, children’s, men’s, mice’s

	is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>)	(Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s 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 for Years 3 and 4

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

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**.

International Phonetic Alphabet (non-statutory)

Consonants	
/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels	
/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer