



# **Spelling Appendix Year 3/4**

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 Year 3 and 4

Revision of Work from Years 1 and 2
Pay special attention to the rules for adding suffixes.

Statutory	Rules and guidance (non-statutory)	Example words (non-
requirements		statutory)
Adding suffixes	If the last syllable of a word is stressed	forgetting, forgotten,
beginning with vowel	and ends with one consonant letter	beginning, beginner,
letters to words of	which has just one vowel letter before it,	prefer, preferred
more than one	the final consonant letter is doubled	gardening, gardener,
syllable	before any ending beginning with a	limiting, limited,
	vowel letter is added. The consonant	limitation
	letter is not doubled if the syllable is	
	unstressed.	
The /I/ sound spelt y	These words should be learnt as needed.	myth, gym, Egypt,
elsewhere than at		pyramid, mystery
the end of words		
The /ʌ/ sound spelt	These words should be learnt as needed.	young, touch, double,
ou		trouble, country
More prefixes	Most prefixes are added to the beginning	dis-: disappoint,
	of root words without any changes in	disagree, disobey
	spelling, but see in- below.	mis-: misbehave,
	Like un-, the prefixes dis- and mis- have	mislead, misspell (mis
	negative meanings.	+ spell)
	The prefix in— can mean both 'not' and	in-: inactive, incorrect
	'in'/'into'. In the words given here it	illegal, illegible
	means 'not'.	immature, immortal,
	Before a root word starting with I, in-	impossible, impatient,
	becomes il.	imperfect
	Before a root word starting with m or p,	irregular, irrelevant,
	in- becomes im	irresponsible
	Before a root word starting with r, in-	re-: redo, refresh,
	becomes ir	return, reappear,

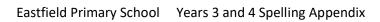


#### Eastfield Primary School Years 3 and 4 Spelling Appendix



	re- means 'again' or 'back'.	redecorate
	sub- means 'under'.	sub–: subdivide,
	inter- means 'between' or 'among'.	subheading,
	super- means 'above'. anti- means	submarine, submerge
	'against'. auto- means 'self' or 'own'.	inter-: interact,
		intercity,
		international,
		interrelated (inter +
		related)
		super-: supermarket,
		superman, superstar
		anti-: antiseptic, anti-
		clockwise, antisocial
		auto-: autobiography,
		autograph
The suffix –ation	The suffix –ation is added to verbs to	information,
	form nouns. The rules already learnt still	adoration, sensation,
	apply.	preparation,
	[OBJ]	admiration
	OB OB	
The suffix –ly	The suffix –ly is added to an adjective to	sadly, completely,
	form an adverb. The rules already learnt	usually (usual + ly),
	still apply.	finally (final + ly),
	The suffix –ly starts with a consonant	comically (comical + ly)
	letter, so it is added straight on to most	happily, angrily
	root words.	gently, simply,
	Exceptions:	humbly, nobly
	(1) If the root word ends in -y with a	basically, frantically,
	consonant letter before it, the y is	dramatically
	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 publicly.	
	(4) The words truly, duly, wholly.	

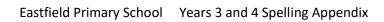






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Statutory requirements	Rules and guidance (non-statutory)	Example words (non- statutory)
Words with endings	The ending sounding like /3ə/ is always	measure, treasure,
sounding like /ʒə/ or	spelt –sure.	pleasure, enclosure
/tʃə/	The ending sounding like /t∫ə/ is often	creature, furniture,
	spelt –ture, but check that the word is	picture, nature,
	not a root word ending in (t)ch with an	adventure
	er ending – e.g. teacher, catcher, richer,	
	stretcher.	
Endings which sound	If the ending sounds like /ʒən/, it is spelt	division, invasion,
like /ʒən/	as -sion.	confusion, decision,
		collision, television
The suffix –ous	Sometimes the root word is obvious and	poisonous, dangerous,
	the usual rules apply for adding suffixes	mountainous, famous,
	beginning with vowel letters.	various
	Sometimes there is no obvious root	tremendous,
	word.	enormous, jealous
	−our is changed to −or before −ous is	humorous, glamorous,
	added.	vigorous
	A final 'e' of the root word must be kept	courageous,
	if the /dʒ/ sound of 'g' is to be kept.	outrageous
	If there is an /i:/ sound before the -ous	serious, obvious,
	ending, it is usually spelt as i, but a few	curious
	words have e.	hideous, spontaneous,
		courteous
Endings which sound	Strictly speaking, the suffixes are – ion	invention, injection,
like /ʃən/, spelt –tion,	and -ian. Clues about whether to put t,	action, hesitation,
-sion, -ssion, -cian	s, ss or c before these suffixes often	completion
	come from the last letter or letters of the	expression, discussion,
	root word.	confession,
	-tion is the most common spelling. It is used	permission, admission
	if the root word ends in t or te.	expansion, extension,
	-ssion is used if the root word ends in ss or -	comprehension,
	mit.  -sion is used if the root word ends in d or se.	tension
	Exceptions: attend – attention, intend –	musician, electrician,
	intention.	magician, politician,
	-cian is used if the root word ends in c or cs.	mathematician
Words with the /k/		scheme, chorus,
sound spelt ch (Greek		chemist, echo,
in origin)		character
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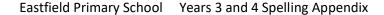






Statutory	Rules and guidance (non-statutory)	Example words (non-
requirements		statutory)
Words with the /ʃ/		chef, chalet,
sound spelt ch		machine,brochure
(mostly French in		
origin)		learne tenene
Words ending with		league, tongue,
the /g/ sound spelt –		antique, unique
gue and the /k/		
sound spelt –que		
(French in origin)		•
Words with the /s/	In the Latin words from which these	science, scene,
sound spelt sc (Latin	words come, the Romans probably	discipline, fascinate,
in origin)	pronounced the c and the k as two	crescent
	sounds rather than one –/s//k/.	
Words with the /eɪ/		vein, weigh, eight,
sound spelt ei, eigh,		neighbour, they, obey
or ey		
Possessive	he apostrophe is placed after the plural	girls', boys', babies',
apostrophe with	form of the word; –s is not added if the	children's, men's,
plural words	plural already ends in –s, but is added if	mice's
	the plural does not end in –s (i.e. is an	(Note: singular proper
	irregular plural – e.g. children's).	nouns ending in an s
		use the 's suffix e.g.
		Cyprus's population)
Homophones and		accept/except,
near-homophones		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) knowledge early purpose actual(ly) quarter earth learn address eight/eighth length question library answer enough recent exercise material appear regular arrive experience medicine reign believe experiment mention remember bicycle minute extreme sentence breath famous natural separate breathe favourite naughty special build notice February straight busy/business occasion(ally) forward(s) strange fruit calendar often strength opposite caught grammar suppose centre ordinary surprise group century guard particular therefore certain guide peculiar though/although thought circle heard perhaps heart popular through complete consider height position various continue history possess(ion) weight decide imagine woman/women possible describe increase potatoes different important pressure difficult interest probably disappear island promise

#### 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.



#### Eastfield Primary School Years 3 and 4 Spelling Appendix



# Notes and guidance (non-statutory) 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.