



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 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 /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>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>Before a root word starting with r, in– becomes ir–.</p>	<p>dis–: disappoint, disagree, disobey</p> <p>mis–: misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re–: redo, refresh, return, reappear,</p>



	<p>re– means ‘again’ or ‘back’. sub– means ‘under’. inter– means ‘between’ or ‘among’. super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’.</p>	<p>redecorate sub–: subdivide, subheading, submarine, submerge inter–: interact, intercity, international, interrelated (inter + related) super–: supermarket, superman, superstar anti–: antiseptic, anti-clockwise, antisocial auto–: autobiography, autograph</p>
The suffix –ation	<p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>[OBJ] [OBJ]OBJ</p>	<p>information, adoration, sensation, preparation, admiration</p>
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> <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) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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. teacher, catcher, richer, stretcher.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion.	<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>–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 tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>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.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		<p>scheme, chorus, chemist, echo, character</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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
Possessive apostrophe with plural words	he 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. children’s).	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 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
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Word list – years 3 and 4

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



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**.