 Unlocking the potential…

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| **SPELLING RULES FOR YEARS 3 FOR NEW CURRICULUM***This is not a definitive word list, but gives examples of words to show the various spelling patterns or rules.*  |
| **Adding - ing rules****Double consonant / drop e** | **Words ending in le** | **Homophones** |
| planning escaping surprising skimming running smiling slappingslippingbitingsliding gripping  | brittlegentlepossiblearticletrouble bubble articlebattlecastlecirclecycle | accept exceptaffect effectberry bury brake breakfair faregroan grownhere hear mail malemissed misspeace piece weather whetherwhose who’s |
| **Suffixes - ly** | **Silent letters** | **- sure - ture**  |
| happilyangrily gentlysimplyhumblybasicallyfranticallydramatically | doubtcrumblambmuscle scent kneelknownsigngnome | measuretreasurepleasureenclosure  creaturefurniturepicturenature |
| **- gue / que** | **ei / eigh / ey** | **ou letter string**  |
| leaguetongueantiqueunique | veinweigheightneighbourtheyobey | youngtouchdoubletroublecountry |
| **Plurals ending in f** | **ch giving the “k” sound**  | **ch giving the “sh” sound** |
| thievesleaveswolvesshelves | schemechoruschemistecho | chefchaletmachinebrochure |
| **Suffixes –er and –est where double the consonant**  | **Suffixes –er and –est where drop the y and add i** | **sc letter string**  |
| hotterhottestbraverbravest slimmertaller | happierrunniersloppiest waviest hungriest hungrier  | sciencescenedisciplinefascinatecrescentscent |
| **Plural rules adding – s** **-es ( ends in ch / sh / x / o)****-ves ( ends in f )****-ies ( ends in y )** | **- tion / -sion / cian** | **Suffix -ful** |
| heroesechoeschurcheslunchesbusheswatches hissesparties babiescitiestriesjellieskniveswolvesleavesthieves | inventioninjectionactionhesitationcompletionexpressiondiscussionconfessionpermissionadmissionexpansionextensioncomprehensiontension  | dreadfulawfulbeautifulcolourfulfearfulgracefuljoyfulpainfulpowerfulsuccessfulthankful |
| **Contractions (apostrophe)** |  **Prefixes: de / re / un / dis** | **Words ending in -dge** |
| don’tcan’tisn’tdoesn’taren’thaven’tdoesn’tyou’rethey’reyou’ll | defusedefrostdeformreformrecyclerevisit unhappyunlikelydisapprovedisagreedislike | hedgeledgetrudgebudgesludge judge |

Letters and sounds: High Frequency words Checklist

(Next 200 common words in order with no real spelling patterns

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| --- | --- | --- | --- | --- |
| water | away | good | want | over |
| how | did | man | going | where |
| would | or | took | school | think |
| home | who | didn’t | ran | know |
| bear | can’t | again | cat | long |
| things | new | after | wanted | eat |
| everyone | our | two | has | yes |
| play | take | thought | dog | well |
| find | more | I’ll | round | tree |
| magic | shouted | us | other | food |
| fox | through | way | been | stop |
| must | red | door | right | sea |
| these | began | boy | animals | never |
| next | first | work | lots | need |
| that’s | baby | fish | gave | mouse |
| something | bed | may | still | found |
| live | say | soon | night | narrator |
| small | car | couldn’t | three | head |
| king | town | I’ve | around | every |
| garden | fast | only | many | laughed |
| let’s | much | suddenly | told | another |
| great | why | cried | keep | room |
| last | jumped | because | even | am |
| before | gran | clothes | tell | key |
| fun | place | mother | sat | boat |
| window | sleep | feet | morning | queen |
| each | book | its | green | different |
| let | girl | which | inside | run |
| any | under | hat | snow | air |
| trees | bad | tea | top | eyes |
| fell | friends | box | dark | grandad |
| there’s | looking | end | than | best |
| better | hot | sun | across | gone |
| hard | floppy | really | wind | wish |
| eggs | once | please | thing | stopped |
| ever | miss | most | cold | park |
| lived | birds | duck | horse | rabbit |
| white | coming | he’s | river | liked |
| giant | looks | use | along | plants |
| dragon | pulled | We’re | fly | grow |

 **Years 3 and 4 New Curriculum**

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| **Revision of work from years 1 and 2**  | Pay special attention to the rules for adding suffixes. |

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| **New work for years 3 and 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 /ʌ/ sound 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’. 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’. **anti–** means ‘against’. **auto–** means ‘self’ or ‘own’.  | **dis–**, **mis–**: disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell)  **in–**: inactive, incorrect  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, 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 |

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| **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.**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 *publicly*.
4. The words *truly*, *duly*, *wholly.*
 |  sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)  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. *teacher, catcher, richer, stretcher.*  | measure, treasure, pleasure, enclosure  creature, furniture, picture, nature, adventure   |
| **Endings which sound like /**ʒə**n/**  | 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’ 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**: *attend – attention*, *intend – intention.* **–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 |

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| **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**  | 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. *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 or 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**

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| 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 heart 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  |

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 guidelines 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**.