

Year 3 and 4 Statutory Spellings

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

Word Map

Year 3/4 Spelling Rules

This resource helps children to spell words arranged by their spelling rule. The **red words** are from the year 3/4 word list. Children can add their own words to their map as they are writing by identify whether they follow a particular spelling rule.

| | | | | |
|--|--|---|---|---|
| <p>/ow/ sound spelled 'ou'</p> <p>mouth around sound found</p> | <p>/u/ sound spelled 'ou'</p> <p>enough encourage young double</p> | <p>/i/ sound spelled with a 'y'</p> <p>gym bicycle mystery symbol</p> | <p>Words ending with /ze/ sound spelt '-sure'</p> <p>pressure pleasure treasure composure</p> | <p>Words ending with /ch/ sound spelt 'ture'</p> <p>creature adventure capture future</p> |
| <p>Words with prefixes</p> <p>disappear interact misbehave submerge reappear antiseptic supermarket autograph</p> | <p>The suffix '-tion'</p> <p>question mention position relation</p> | <p>The suffix '-cian'</p> <p>musician electrician magician mathematician</p> | <p>Adding suffixes without doubling the consonant</p> <p>remembering considered limiting disappeared</p> | <p>Adding suffixes and doubling the final consonant</p> <p>committed beginning forgotten forbidden</p> |
| <p>Long vowel /a/ sound spelled 'ai'</p> <p>straight painter waist snail</p> | <p>Long /a/ vowel sound spelled 'ei'</p> <p>weight eight reign veil</p> | <p>long /a/ vowel sound spelled 'ey'</p> <p>grey prey convey survey</p> | <p>Adding the suffix -ly</p> <p>actually clearly peacefully deeply</p> | <p>Homophones</p> <p>peace accept plain piece except plane knot weather break not whether brake</p> |
| <p>The // sound spelled '-al' at the end of words</p> <p>national comical tropical occasional</p> | <p>The // sound spelled '-le' at the end of words</p> <p>struggle battle circle possible</p> | <p>Adding the suffix '-ly' when the root word ends in '-le'</p> <p>simply gently terribly probably</p> | <p>Adding the suffix '-ally'</p> <p>accidentally occasionally frantically specifically</p> | <p>Words with the /s/ sound spelt 'sc'</p> <p>scene fascinate discipline science</p> |
| <p>Adding the suffix -ly to rule breakers</p> <p>shyly truly daily publicly</p> | <p>Words ending in '-er' when the root word ends in (t)ch</p> <p>butcher teacher catcher cruncher</p> | <p>Words with the /k/ sound spelled 'ch.'</p> <p>chemist chorus school monarch</p> | <p>Words ending with the /g/ sound spelt '-gue'</p> <p>vague league plague Fatigue</p> | <p>Words ending with the /k/ sound spelt '-que'</p> <p>unique mosque grotesque plaque</p> |
| <p>The suffix '-ation' is added to verbs to form nouns.</p> <p>sensation information population duration</p> | <p>Word with the 'sh' sound spelled ch</p> <p>parachute machine brochure chef</p> | <p>Adding the suffix '-sion'</p> <p>explosion expansion tension invasion</p> | <p>Adding the suffix '-ous'</p> <p>famous various mountainous jealous</p> | <p>The 'ee' sound spelt with an 'i.'</p> <p>nastiness difficult beautiful happiness</p> |

THESE ARE THE SPELLINGS WE CONCENTRATE ON IN YEAR 3 AND 4 TOO..

| | | | | | | | | | | |
|----------------------|---------------------------------|---------------|-----------------|--------------|------------------|--------|------------------|---------|--------------|------------|
| Stage 3 PoS | Vowel Suffixes | | | | | | Consonant Suffix | | Prefixes | |
| Spelling List | 3:1 | 3:2 | 3:3 | 3:4 | 3:5 | 3:6 | 3:7 | 3:8 | 3:9 | 3:10 |
| Focus | ing | ing | ed | er | ion | ion | ly | ly | un, dis, mis | in, il, ir |
| Stage 3 PoS | Vowel Sounds and Letter Strings | | | | Irregular Tenses | | Homophones | | | |
| Spelling List | 3:11 | 3:12 | 3:13 | 3:14 | 3:15 | 3:16 | 3:17 | 3:18 | 3:19 | 3:20 |
| Focus | y sounding i | ou as u,ow,oo | a as ei,eigh,ey | sure,tur,teh | o to e | i to a | common | ai, a-e | ee, ea | st, ssed |

| | | | | | | | | | | |
|----------------------|-------------------------|---------------|---------------|-----------------|-------------------|--------|------------------|------------|------------|-------------|
| Stage 4 PoS | Prefixes | | | | Suffixes | | | | | |
| Spelling List | 4:1 | 4:2 | 4:3 | 4:4 | 4:5 | 4:6 | 4:7 | 4:8 | 4:9 | 4:10 |
| Focus | super,sub,inter | anti,non,auto | pre, de, re | in, imp, imm | ing | er, ed | ous | ous | tion, cian | sion, ssion |
| Stage 4 PoS | Vowel, Consonant Sounds | | | | Apostrophe | | Irregular Tenses | | Homophones | |
| Spelling List | 4:11 | 4:12 | 4:13 | 4:14 | 4:15 | 4:16 | 4:17 | 4:18 | 4:19 | 4:20 |
| Focus | ch sounding k | ch, as sh,g,k | sc sounding s | a as ei,eigh,ey | plural possession | | eep to ept | ent to end | long o | long i |

Bronze - if you're not quite ready for the year 3 or 4 spellings yet

HOMEWORK Name: _____ Date: _____

Dear Parent

Your child is learning how some words sound the same as another but are spelt differently or have a different meaning (homophones). They follow the spelling rules given below. Please help your child practise them.

- Vowels are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Identify the silent letters and point out the rule.
- Many years ago these letters were pronounced, but they no longer are.
- Discuss the meaning of the words and try to think of a sentence containing the word.

Let your child copy each word twice, then see if they can write it without copying. Use the final column to correct any mistakes or to test each group of words. Thank you for your help.

| <i>(list 2:19)</i> | Practise 1 <i>(copy into space)</i> | Practise 2 <i>(copy again)</i> | Practise 3 <i>(fold and hide)</i> | Can spell word <i>(check and correct)</i> |
|--------------------|---|--|---|---|
| Spelling tip: | <i>The letter 'n' is the most common way of making the sound 'n'.</i> | | | |
| <i>no</i> | | | | |
| <i>nose</i> | | | | |
| <i>new</i> | | | | |
| <i>not</i> | | | | |
| <i>nit</i> | | | | |

| | | | | |
|---------------|--|--|--|--|
| Spelling tip: | <i>When 'k' is silent it is always followed by 'n' and can sound like words that start with 'n'.</i> | | | |
| <i>know</i> | | | | |
| <i>knows</i> | | | | |
| <i>knew</i> | | | | |
| <i>knot</i> | | | | |
| <i>knit</i> | | | | |

| | | | | |
|---------------|--|--|--|--|
| Spelling tip: | <i>When 'k' is silent it is always followed by 'n' and can sound like words that start with 'n'.</i> | | | |
| <i>night</i> | | | | |
| <i>knight</i> | | | | |
| <i>need</i> | | | | |
| <i>knead</i> | | | | |

HOMEWORK

Name: _____ Date: _____

Dear Parent

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- Identify the silent letters and point out the rule.
- Many years ago these letters were pronounced, but they no longer are.
- Discuss the meaning of the words and try to think of a sentence containing the word.

Let your child copy each word twice, then see if they can write it without copying. Use the final column to correct any mistakes or to test each group of words. Thank you for your help.

| <i>(list 2:20)</i> | Practise 1 <i>(copy into space)</i> | Practise 2 <i>(copy again)</i> | Practise 3 <i>(fold and hide)</i> | Can spell word <i>(check and correct)</i> |
|--------------------|---|--|---|---|
| Spelling tip: | <i>The letter 'r' is the most common way of making the sound 'r'.</i> | | | |
| <i>rap</i> | | | | |
| <i>rack</i> | | | | |
| <i>ring</i> | | | | |
| <i>rote</i> | | | | |
| <i>rung</i> | | | | |

| | | | | |
|---------------|---|--|--|--|
| Spelling tip: | <i>When 'w' is silent it is often followed by 'r' and can sound like words that start with 'r'.</i> | | | |
| <i>wrap</i> | | | | |
| <i>wrack</i> | | | | |
| <i>wring</i> | | | | |
| <i>wrote</i> | | | | |
| <i>wrung</i> | | | | |

| | | | | |
|---------------|---|--|--|--|
| Spelling tip: | <i>Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel.</i> | | | |
| <i>right</i> | | | | |
| <i>write</i> | | | | |
| <i>reek</i> | | | | |
| <i>wreak</i> | | | | |

Silver - Year 3

HOMEWORK

Name: _____ Date: _____

Irregular tense changes

Most past tense verbs in English end with '-ed', but many do not. Many do not follow the rule. They are called *Irregular Verbs*. In Old English a change of tense was shown by changing the middle vowel.

- Vowels are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('o' as in 'hop') or a **long sound** ('o' as in 'hope').
- A **suffix** is a letter or letters added to the end of a word to make another word.
- Verbs are doing words or actions (run, jump, shout etc).
- Tenses show when something happens and can be past (was, were), present (is, are) or future (will be).

| (list 3:15) | Practise 1 (copy into space) | Practise 2 (fold and hide) | Can spell word (check and correct) |
|---------------|--|-------------------------------|---------------------------------------|
| Spelling tip: | 'ow' together can make a long 'o' sound (owe). | | |
| blow | | | |
| grow | | | |
| throw | | | |
| flow | | | |
| know | | | |

| | | | |
|---------------|---|--|--|
| Spelling tip: | Changing the medial vowel from 'o' to 'e' changes present tense to past tense in these words. | | |
| blew | | | |
| grew | | | |
| threw | | | |
| flew | | | |
| knew | | | |

| | | | |
|---------------|---|--|--|
| Spelling tip: | For most verbs just add the suffix 'ing' to form the present tense. | | |
| blowing | | | |
| growing | | | |
| throwing | | | |
| flowing | | | |
| knowing | | | |

HOMEWORK

Name: _____ Date: _____

Irregular tense changes

Most past tense verbs in English end with '-ed', but many do not. Many do not follow the rule. They are called *Irregular Verbs*. In Old English a change of tense was shown by changing the middle vowel.

- Vowels are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- A **suffix** is a letter or letters added to the end of a word to make another word.
- Verbs are doing words or actions (run, jump, shout etc).
- Tenses show when something happens and can be past (was, were), present (is, are) or future (will be).

| (list 3:16) | Practise 1 (copy into space) | Practise 2 (fold and hide) | Can spell word (check and correct) |
|---------------|---------------------------------|-------------------------------|---------------------------------------|
| Spelling tip: | Root verbs. | | |
| ring | | | |
| sing | | | |
| drink | | | |
| stink | | | |
| swim | | | |

| | | | |
|---------------|---|--|--|
| Spelling tip: | Changing the medial vowel from 'i' to 'a' changes present tense to past tense in these words. | | |
| rang | | | |
| sang | | | |
| drank | | | |
| stank | | | |
| swam | | | |

| | | | |
|---------------|--|--|--|
| Spelling tip: | For most verbs just add the suffix 'ing' to form the present tense. Note the 'mm' in swimming. | | |
| ringing | | | |
| singing | | | |
| drinking | | | |
| stinking | | | |
| swimming | | | |

Gold – year 4

HOMEWORK

Name: _____ Date: _____

Spelling tips: 'sc'

These words all contain the letters 'sc'. Some of the words came from Latin, an old language spoken by the Romans. They probably pronounced 'sc' differently but we now say it as 's' in these words.

- Spelling in these words can seem strange and just need to be learned.
- The letters 'sc' makes a sound like 'sk' in most words or 's' in certain words.

Copy each word then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

| (list 4:13) | Practise 1 (copy into space) | Practise 2 (fold and hide) | Can spell word (check and correct) |
|---------------|--|-------------------------------|---------------------------------------|
| Spelling tip: | In most words 'sc' together make a sound like 'sk' or can both be heard. | | |
| scab | | | |
| scum | | | |
| scope | | | |
| discard | | | |
| describe | | | |

| | | | |
|---------------|--|--|--|
| Spelling tip: | In some words 'sc' (often before an 'e') can make a sound like 's'. These words come from Latin. | | |
| scent | | | |
| scene | | | |
| descend | | | |
| ascent | | | |
| crescent | | | |

| | | | |
|---------------|--|--|--|
| Spelling tip: | In some words 'sc' (often before an 'i') can make a sound like 's'. These words come from Latin. | | |
| science | | | |
| discipline | | | |
| fascinate | | | |
| scissors | | | |
| oscillate | | | |

HOMEWORK

Name: _____ Date: _____

Long 'a' sound

These words all contain the long vowel 'a' sound (ay) made in different ways.

- Vowels are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- The letters 'ei', 'eigh' and 'ey' can make a long 'a' sound in certain words.

Copy each word then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

| (list 4:14) | Practise 1 (copy into space) | Practise 2 (fold and hide) | Can spell word (check and correct) |
|---------------|--|-------------------------------|---------------------------------------|
| Spelling tip: | In some words 'ei' together make a long 'a' sound (ay). There are not many of these words. | | |
| vein | | | |
| veil | | | |
| feign | | | |
| reign | | | |
| foreign | | | |

| | | | |
|---------------|---|--|--|
| Spelling tip: | In some words 'eigh' together make a long 'a' sound (ay). | | |
| weigh | | | |
| weight | | | |
| sleigh | | | |
| freight | | | |
| neighbour | | | |

| | | | |
|---------------|--|--|--|
| Spelling tip: | In some words 'ey' together make a long 'a' sound (ay). There are not many of these words. | | |
| grey | | | |
| prey | | | |
| they | | | |
| obey | | | |
| survey | | | |