

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.

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

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,ech	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

Today we will concentrate on year 2 - homophones, year 3 - ly words and year 4 - ous words

Year 2 Writing Criteria no2 Homophones

Stage 2	Homophones 'ai', 'a-e'				Word List 2:17
A	When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound.				
B	Magic (or silent) 'e' makes the vowel 'a' say its name (long vowel sound).				
C	'ai' and magic (or silent) 'e' make the vowel 'a' sound and create many homophones.				
	sail	mail	tail	maid	pain
	sale	male	tale	made	pane
	pail	pale	plain	plane	

Stage 2	Homophones 'ee', 'ea'				Word List 2:18
A	Double 'e' (ee) makes a long 'e' sound.				
B	When two vowels go out walking the first one does the talking, so 'ea' can make a long 'e' sound.				
C	'ee' and 'ea' can both make the long vowel 'e' sound and create many homophones.				
	see	been	week	meet	deer
	sea	bean	weak	meat	dear
	feet	feat	heel	heal	

SUFFIXES 'LY'

Stage 3	Suffix 'ly'				Word List 3:7
A	The suffix 'ly' can be simply added to most root words. It turns an adjective into an adverb.				
B	'ly' can be simply added to root words that end with 'e' (but not to those ending 'le').				
C	The suffix 'ly' can be simply added to adjectives ending 'l', making adverbs with a double 'l' (ll).				
	sadly	neatly	Blindly	loudly	glumly
	bravely	completely	Nicely	politely	rudely
	carefully	helpfully	Finally	normally	usually

Stage 3	Suffix 'ly'				Word List 3:8
A	If the root word ends with 'le', the 'le' is dropped before 'ly' is added (simple - simply).				
B	In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.				
C	If the root word ends with 'ic', then 'ally' is added rather than just 'ly' (basic - basically).				
	ably	gently	simply	nobly	humbly
	happily	merrily	mistily	noisily	luckily
	magically	ethically	critically	logically	musically

SUFFIXES 'OUS'

Stage 4	Suffix 'ous'				Word List 4:7
A	Some root words are obvious and the suffix 'ous' is just added (danger - dangerous).				
B	'ous' is just added to words ending 'ge' if the soft 'g' sound is kept. Very few of these words.				
C	Words ending 'our' change to 'or' when adding 'ous' (glamour - glamorous).				
	dangerous	treasonous	poisonous	ponderous	murderous
	courageous	outrageous	gorgeous	uncourageous	advantageous
	glamorous	splendorous	vigorous	odorous	humorous

Stage 4	Suffix 'ous'				Word List 4:8
A	If a root word ends with 'y', the 'y' changes to 'i' when 'ous' is added (fury - furious).				
B	If there is a long 'ee' sound before the suffix 'ous', it is usually spelt as 'i'.				
C	A few words use 'e' to make the long 'ee' sound before the suffix 'ous'.				
	various	mysterious	glorious	furious	luxurious
	hilarious	serious	tedious	obvious	curious
	gaseous	erroneous	hideous	spontaneous	simultaneous

You can learn these spelling by practising writing them. Learn what they mean.

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**.
- Vowels can make a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- Many homophones use the different spellings for long vowel sounds.
- Point out how the sound is made and the rule.
- 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.

(list 2:17)	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>When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound.</i>				
<i>sail</i>				
<i>mail</i>				
<i>tail</i>				
<i>maid</i>				
<i>pain</i>				

Spelling tip: <i>Magic (or silent) 'e' makes the vowel 'a' say its name (long vowel sound).</i>				
<i>sale</i>				
<i>male</i>				
<i>tale</i>				
<i>made</i>				
<i>pane</i>				

Spelling tip: <i>'ai' and magic (or silent) 'e' make the vowel 'a' say its name (long vowel sound).</i>				
<i>pail</i>				
<i>pale</i>				
<i>plain</i>				
<i>plane</i>				

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- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('e' as in 'met') or a **long sound** ('e' as in 'meet').
- Many homophones use the different spellings for long vowel sounds.
- Point out how the sound is made and the rule.
- 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 2:18)</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>Double 'e' (ee) makes a long 'e' sound.</i>			
<i>see</i>				
<i>been</i>				
<i>week</i>				
<i>meet</i>				
<i>deer</i>				

Spelling tip:	<i>When two vowels go out walking the first one does the talking, so 'ea' can make a long 'e' sound.</i>			
<i>sea</i>				
<i>bean</i>				
<i>weak</i>				
<i>meat</i>				
<i>dear</i>				

Spelling tip:	<i>'ee' and 'ea' can both make the long vowel 'e' sound.</i>			
<i>feet</i>				
<i>feat</i>				
<i>heel</i>				
<i>heal</i>				

Consonant suffix 'ly'

- **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').
- A **suffix** is a letter or letters added to the end of a word to make another word.
- The suffix '**ly**' means 'in this way'. It turns an adjective into an adverb.
- **Adjectives** are 'describing' words (tall, thin, old etc).
- **Verbs** are 'doing' or action words (run, jump, shout).
- **Adverbs** help describe verbs (run *quickly*, shout *loudly*).

(list 3:7)	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	The suffix ' ly ' can be simply added to most root words. It turns an adjective into an adverb.		
<i>sadly</i>			
<i>neatly</i>			
<i>blindly</i>			
<i>loudly</i>			
<i>glumly</i>			

Spelling tip:	'ly' can be simply added to root words that end with 'e' (but not to those ending 'ie').		
<i>bravely</i>			
<i>completely</i>			
<i>nicely</i>			
<i>politely</i>			
<i>rudely</i>			

Spelling tip:	The suffix ' ly ' can be simply added to adjectives ending 'l', making adverbs with a double 'l' (ll).		
<i>carefully</i>			
<i>helpfully</i>			
<i>finally</i>			
<i>normally</i>			
<i>usually</i>			

HOMEWORK

Name: _____ Date: _____

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<i>(list 3:8)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the root word ends with 'le', the 'le' is dropped before 'ly' is added (simple – simply).</i>		
<i>ably</i>			
<i>gently</i>			
<i>simply</i>			
<i>nobly</i>			
<i>humbly</i>			

Spelling tip:	<i>In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.</i>		
<i>happily</i>			
<i>merrily</i>			
<i>mistily</i>			
<i>noisily</i>			
<i>luckily</i>			

Spelling tip:	<i>If the root word ends with 'ic', then 'ally' is added rather than just 'ly' (basic – basically).</i>		
<i>magically</i>			
<i>ethically</i>			
<i>critically</i>			
<i>logically</i>			
<i>musically</i>			

HOMEWORK

Name: _____ Date: _____

Suffix 'ous'

- A **suffix** is a letter or letters added to the end of a word to make another word.
- The suffix 'ous' turns nouns and verbs into adjectives.
- 'ous' means 'having', 'full of' or 'possessing'.
- **Nouns** are 'naming' words (boy, dog, chair). **Verbs** are 'doing' words or actions (run, skip, jump, shout).
- **Adjectives** are 'describing' words (big, cool, old).

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.

Spelling tip: (list 4:7)	<i>Some root words are obvious and the suffix 'ous' is just added (danger - dangerous).</i>		
	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
<i>dangerous</i>			
<i>treasonous</i>			
<i>poisonous</i>			
<i>ponderous</i>			
<i>murderous</i>			

Spelling tip:	<i>'ous' is just added to words ending 'qe' if the soft 'q' sound is kept. Very few of these words.</i>		
<i>courageous</i>			
<i>outrageous</i>			
<i>gorgeous</i>			
<i>uncourageous</i>			
<i>advantageous</i>			

Spelling tip:	<i>Words ending 'our' change to 'or' when adding 'ous' (glamour - glamorous).</i>		
<i>glamorous</i>			
<i>splendorous</i>			
<i>vigorous</i>			
<i>odorous</i>			
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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.

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	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
<i>various</i>			
<i>mysterious</i>			
<i>glorious</i>			
<i>furious</i>			
<i>luxurious</i>			

Spelling tip:	<i>If there is a long 'ee' sound before the suffix 'ous', it is usually spelt as 'i'.</i>		
<i>hilarious</i>			
<i>serious</i>			
<i>tedious</i>			
<i>obvious</i>			
<i>curious</i>			

Spelling tip:	<i>A few words use 'e' to make the long 'ee' sound before the suffix 'ous'.</i>		
<i>gaseous</i>			
<i>erroneous</i>			
<i>hideous</i>			
<i>spontaneous</i>			
<i>simultaneous</i>			