

St Bernadette's Catholic Primary School

Year 3 and 4 Progression of Spellings

	RULES AND GUIDANCE	Statutory requirements		EXAMPLE WORDS
A	Revision of KS1 suffix work Adding suffixes rules 1&2 Adding suffixes rule 3 Adding suffixes rule 4 The rules for adding suffixes	Revision of work from KS1	Pay special attention to the rules for adding suffixes	
	Adding vowel suffixes to words of more than one syllable Adding suffixes beginning with vowel letters matrix worksheet	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
B	I spelt y I spelt y cards PREVIOUS LEARNING: Children may have covered this in KS1 phonics work.	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
C	u spelt ou u spelt ou word cards PREVIOUS LEARNING: Children may have covered this in KS1 phonics work as an alternative pronunciation.	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country

D	<p>1 DIS Word cards Change the paragraph to the opposite meaning Dis word definitions Jigsaw cards – dis Un and dis matching word and definition cards Dis- wordsearch Un- wordsearch</p> <p>2 MIS Wordsearch mis</p> <p>3 IN IL IM IR Jigsaw cards, ir im in il prefixes and root words</p> <p>4 SUB 1-4 Sub dis un mis sentences</p> <p>5 RE 5 2 and 1 Word wheel prefixes mis dis re and un</p> <p>6 INTER 6 prefix inter worksheet</p> <p>7 SUPER</p> <p>8 ANTI</p> <p>9 AUTO 9 Auto prefix worksheet</p> <p>10 Prefix recap</p> <p>PREVIOUS LEARNING: Just the prefix un- in year 1.</p>	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>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p>	
	<p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>		<p>in-: inactive, incorrect</p>	
	<p>Before a root word starting with l, in- becomes il.</p>		<p>illegal, illegible</p>	
	<p>Before a root word starting with m or p, in- becomes im-.</p>		<p>immature, immortal, impossible, impatient, imperfect</p>	
	<p>Before a root word starting with r, in- becomes ir-.</p>		<p>irregular, irrelevant, irresponsible</p>	
	<p>re- means 'again' or 'back'.</p>		<p>re-: redo, refresh, return, reappear, redecorate</p>	
	<p>sub- means 'under'.</p>		<p>sub-: subdivide, subheading, submarine, submerge</p>	
	<p>inter- means 'between' or 'among'.</p>		<p>inter-: interact, intercity, international, interrelated (inter + related)</p>	
	<p>super- means 'above'.</p>		<p>super-: supermarket, superman, superstar</p>	
<p>anti- means 'against'.</p>	<p>anti-: antiseptic, anti-clockwise, antisocial</p>			

			auto- means 'self' or 'own'.	auto- : autobiography, autograph
E	1 The suffix –ation 2 –ation sentences Suffix –ation worksheet PREVIOUS LEARNING: Y2: The suffixes –ment –ness –ful –less and –ly added to words where no change is needed in the root word	The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
F	The suffix –ly Adverbs –ly worksheet Cards containing the suffix –ly PREVIOUS LEARNING: Y2: The suffixes –ment –ness –ful –less and –ly added to words where no change is needed in the root word	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.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
			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.	happily, angrily
			(2) If the root word ends with –le , the –le is changed to –ly .	gently, simply, humbly, nobly
			(3) If the root word ends with –ic , –ally is added rather than just –ly , except in the word <i>publicly</i> .	basically, frantically, dramatically
			(4) The words <i>truly, duly, wholly</i> .	
G	1 Words ending –sure -sure word cards -sure wordsearch	Words with endings sounding like /ʒə/ or	The ending sounding like /ʒə/ is always spelt – sure . The ending sounding like /tʃə/ is often spelt –	measure, treasure, pleasure, enclosure creature, furniture,

	<p>2 Words ending –ture -ture word cards -ture wordsearch</p> <p>PREVIOUS LEARNING: The phoneme /ʒ/ written as s (television, treasure etc)</p>	/tʃə/	<p>ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	picture, nature, adventure
H	<p>Words ending –sion -sion word cards -sion word and picture cards</p> <p>PREVIOUS LEARNING: The phoneme /ʒ/ written as s (television, treasure etc)</p>	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television
I	<p>1 Adding the suffix –ous – regular spellings 2 Adding the suffix - our to or and exceptions Words containing the suffix –ous worksheet x 3 Wordsearch</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. –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</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
J	<p>The endings tion sion ssion and cian Wordsearch tion endings worksheet ssion endings worksheet</p>	Endings which sound like /ʒən/, spelt – tion, –sion, –ssion, –	<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>sion endings worksheet cian endings worksheet Cards</p>	<p>cian</p>	<p>-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: <i>attend – attention, intend – intention</i>. -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>
K	<p>The /k/ sound spelt ch Ch for the k sound worksheet Ch for the k sound picture worksheet Wordsearch PREVIOUS LEARNING: May have covered in phonics, depending on scheme.</p>	<p>Words with the /k/ sound spelt ch</p>	<p>(Greek in origin)</p>	<p>scheme, chorus, chemist, echo, character</p>
L	<p>sh sound spelt ch Ch for the sh sound picture worksheet Ch for the ch sound worksheet Wordsearch PREVIOUS LEARNING: May have covered in phonics, depending on scheme.</p>	<p>Words with the /ʃ/ sound spelt ch</p>	<p>(mostly French in origin)</p>	<p>chef, chalet, machine, brochure</p>
M	<p>1 gue at the end of words Cards – words ending gue gue for the g sound worksheet</p>	<p>Words ending with the /g/ sound spelt – gue and the /k/</p>	<p>(French in origin)</p>	<p>league, tongue, antique, unique</p>

	<p>2 que at the end of words Cards – words ending que que for the k sound worksheet que for the k sound picture worksheet</p> <p>Wordsearch que and gue words</p>	sound spelt –que			
N	<p>s sound spelt sc Cards – sc for the s sound Wordsearch</p>	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	
O	<p>Words with the spellings ei eigh and ey Wordsearch</p>	Words with the /ei/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	
p	<p>Introduction to homophones 1 Set 1 homophones Homophones accept and except homophones affect and effect 2 Set 2 homophones 3 Set 3 homophones 3 Homophones heel heal and he'll 4 Set 4 homophones 5 Set 5 homophones Homophones who's and whose All Y3/4 homophones</p>	Homophones and near-homophones	<p>Homophones already covered in Y2</p> be bee bean been bear bare blue blew for four here hear knew new knight night know no knows nose one won pair pear plain plane	<p>SET 1 accept/except affect/effect ball/bawl berry/bury SET 2 brake/break fair/fare grate/great groan/grown SET 3 here/hear heel/heal/he'll knot/not mail/male</p>	<p>SET 4 main/mane meat/meet medal/meddle missed/mist peace/piece SET 5 plain/plan rain/rein/reign scene/seen weather/whether whose/who's</p>

			quite quiet red read right write sea see so sew saw some sum son sun tale tail there their they're through threw to too two week weak which witch your you're	
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Q	Possessive apostrophes with plural words Possessive apostrophes plurals worksheet	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 <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
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WORD LIST

The Y3/4 Word list is organised into words with similar spellings

1 Using phonics	2 Unsounded digraphs	3 Unsounded digraphs	4 – Unsounded a
PREVIOUS KNOWLEDGE: The children should be able to spell these words phonetically	PREVIOUS KNOWLEDGE: The schwa sound may be new to most children. Some sounds may make the schwa sound; some may be silent or unsounded according to accent.		
difficult continue experiment group therefore	perhaps exercise consider quarter remember	forward(s) grammar particular peculiar popular	address appear arrive disappear separate

complete extreme increase circle mention	certain centre pressure	regular calendar favourite famous	ordinary probably important
5 Unsounded e and i	6 Unsounded o and u	7 Silent letters 1 PREVIOUS KNOWLEDGE: The children have been introduced to kn and gn in Y2	8 Silent letters 2
believe sentence different accident accidentally possible imagine	position potatoes history opposite occasion(ally) purpose suppose surprise	island answer knowledge February library reign	often strength length medicine interest
9 ea grapheme PREVIOUS KNOWLEDGE: The ea grapheme will have been taught to represent /ee/ as in bead, /e/ as in head and /air/ as in <u>bea</u> r; other sounds are rare correspondences	10 gh grapheme PREVIOUS KNOWLEDGE: The 'igh' trigraphs has been taught but the children may not have been introduced to 'gh' on its own.	11 ough letter string	12 /tch/ and /sh/ PREVIOUS KNOWLEDGE: Y1: The children look at words ending with tch but will not have been taught other graphemes to represent the sound.
heard learn early earth breath breathe heart	eight eighth height weight caught naughty straight	though although thought through enough	actual(ly) century natural question possess(ion) special
13 Unusual GPCs	14 Unusual GPCs	15 Unusual GPCs	16 Unusual GPCs

u / i	i	u	e for /ee/ and a for /ai/
busy business build decide describe minute	woman women promise notice bicycle	fruit guard guide various	material recent experience strange