

Supporting your child with spelling at home

In Year 3 and 4, children are taught the following spelling rules (and exceptions) throughout the Autumn, Spring and Summer terms. Every week, the children will have a spelling test on the rule they are currently focusing on. Alongside this, teachers will include words from the National Curriculum (100 statutory words for Y3/4) and/or any common misspellings that arise within class.

What could I be doing at home to help?

Please help your child practise their spellings in preparation for their weekly test. It is also important to revisit spellings rules once they have been taught to really embed these rules. It will still be helpful for children to practise the words from the '100 statutory words' list, focusing on the words they spell incorrectly. The words in the table below are just example words that apply to the appropriate rule. Not only is it important to spell the words but also know what they mean and how to use them in a sentence.

Year 3 spelling rules

I can choose the correct way to make the 'ay' sound using 'ei' 'eigh' 'ey'		
vein	weight	neighbour
obey	eight	beige
they	neigh	eighteen
reins	reign	sleigh
I can spell words with the 'k' sound spelt 'ch'		
Teaching Points: words are usually Greek in origin		
echo	chemist	scheme
ache	monarch	character
anchor	technical	orchestra
stomach	chorus	chaos
I know when to use 'ou' for the 'u' sound		
touch	country	encourage
young	double	cousin
rough	trouble	nourish
tough	couple	enough
I know when to use 'y' for the 'i' sound in the middle of words		
gym	Mystery	Egypt
myth	pyramid	sympathy
I can spell words which end in the 'g' or 'k' sound using 'gue' or 'que'		
tongue	league	dialogue
plague	fatigue	catalogue
vague	unique	technique
mosque	antique	boutique
I can spell words where the 'sh' sound is spelt with 'ch'		
chef	machine	parachute
chalet	brochure	champagne
chute	crochet	moustache
I can use prefixes 'sub' 'tele' 'super' 'auto', which change the meaning of words		
Teaching Points: sub- means 'under' tele - means 'distance'		super- means 'above' auto- means 'self' or 'own'.

subway submarine submerge telescope telephone television		supermarket superman supernatural automatic autopilot autograph	
I can use prefixes 'pre' 'dis' 'mis' and 'un'			
Teaching Points: Most prefixes are added to the beginning of root words without any changes in spelling the prefixes dis- and mis- have negative meanings the prefix pre- means before the prefix re- means back or again			
disagree disappoint disobey unhappy unlucky unseen		misbehave mislead misspell prehistoric predict prepare	
I know the rules for adding the suffixes 'less' 'ly'			
careless fearless painless thoughtless thankless	suddenly quickly slowly roughly gently	carefully painfully hopelessly angrily happily	
I know the rules for adding the suffix 'ly' for words ending in 'le' and 'ic'			
Teaching Points: If the root word ends with -le , the -le is changed to -ly If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> .			
gentle/gently simple/simplely		basic/basically dramatic/dramatically	
I can choose the correct spelling of a homophone or near homophone in context			
Homophones are covered in every year group and it is essential the children know the difference in meaning not just how to spell them.			
Were where we're Their they're there Too two to You yew ewe	Be bee New knew Right write Hole whole Through threw	Great grate Heard herd Might mite Place plaice For four	Are our No know Of off

Year 4 spelling rules

New rules for year 4		
I can use prefixes 'in' 'il' 'im' and 'ir', which change the meaning of words		
Teaching point		
The prefixes ,in-, il-, im- and ir- all mean not.		
inactive incredible incapable immature immobile impossible		irregular irrational irresponsible illegal illegible illogical
I know whether to double letters when adding 'ing', 'ed', 'er', or 'en'		
Teaching Points:		
If the last syllable of a word is stressed and ends with one consonant letter that 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.		
stopped running hunter jumping	thinner beginning sorted started	forgotten preferred gardener limiting
I can use possessive apostrophes for plural words		
Teaching point:		
The apostrophe is placed after the plural for 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
I can spell words with 'sure' 'ture'		
Teaching point:		
An ending that sounds like –sure is always spelt –sure		
An ending that sounds like –ture is often spelt –ture but check that the root 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 picture nature adventure
I can spell words with the suffix which sounds like 'shun' 'tion' 'sion' 'ssion' 'cian'		
Teaching Points:		
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 de or se. Exceptions: attend – attention, intend – intention		
–cian is used if the root word ends in c or cs and are professions		
act/action invent/invention	express/expression possess/possession	comprehend/comprehension extend/extension

inject/injection music/musician magic/magician	admit/admission decide/decision conclude/conclusion	politics/politician attend/attention intend/intention
I can use prefixes 'anti' and 'inter', which change the meaning of words		
Teaching point The prefixes 'anti' means against The prefix 'inter' means between or among		
antiseptic anticlockwise antisocial		Interact International intercity
I can use the suffix -ation		
Teaching point: The suffix –ation is added to verbs to form nouns; the rules already learnt still apply (eg. remove final 'e' before adding suffix, change 'y' to an 'i')		
inform/information tempt/temptation expect/expectation	sense/sensation prepare/preparation animate/animation	separate/separation observe/observation vary/variation
I can use the suffix 'ous'		
Teaching Points: 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 eg. glamour -> glamorous A final 'e' of the root word must be kept if the sound of 'j' (spelt 'g') is to be kept eg. courage -> courageous If there is an /i:/ sound before the –ous ending, it is usually spelt as i eg. curious but a few words have e eg. hideous		
dangerous enormous famous jealous	poisonous fabulous serious delicious	glamorous courageous obvious hideous
I can choose the correct spelling of a homophone or near homophone in context		
Homophones are covered in every year group and it is essential the children know the difference in meaning not just how to spell them.		
accept affect berry break great	except effect bury brake grate	groan grown knot not main mane meat meet medal meddle
		missed mist peace piece plain plane scene seen weather whether

National curriculum statutory word list for Y3/4. Children are expected to learn these words throughout year 3 and 4.

A:	B:	C:	D:	E:	F:
accident actual actually address answer appear arrive	believe bicycle breath build business busy	calendar caught centre century certain circle complete consider continue	decide describe different difficult disappear	early earth eight enough exercise experience experiment extreme	famous favourite February forward fruit
G:	H:	I:	J:	K:	L:
grammar group guard guide	heard heart height history	imagine important important increase interest interest island		knowledge	learn length library
M:	N:	O:	P:	Q:	R:
material medicine mention minute	natural naughty notice	occasion occasionally often opposite ordinary	particular peculiar perhaps perhaps popular position possess possession possible potatoes pressure probably promise purpose	quarter question	recent regular reign remember
S:	T:	U:	V:	W:	XYZ:
sentence separate special straight strange strength suppose surprise	therefore though thought		various	weight woman women	