

Term and week eg: T1 W1	Wk	Spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples	Homophones and near homophones
Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.						
	1	i: y middle	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical	accept/except affect/effect ball/bawl
	2	u: ou	The /ʊ/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage	berry/bury brake/break fair/fare
	3	k: ch	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology	grate/great groan/grown here/hear heel/heal/he'll knot/not
	4	sh: ch	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache	mail/male main/mane meat/meet medal/meddle
	6	g: gue	Words ending with the /g/ sound spelt –gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue	missed/mist peace/piece plain/plane
	7	k: que	Words ending with the /k/ sound spelt –que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique	rain/rein/reign scene/seen weather/whether whose/who's
	8	s:sc	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/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend	
	9	ay:ei	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil	
	10	ay: eigh			weigh eight neighbour sleigh neigh inveigh freight eight	
	11	ay: ey			they obey	

	12	‘	reg plural	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'	
	13		un-	Most prefixes are added to the beginning of root words without any changes in spelling	the prefix un– has a negative meaning	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual	
	14	Prefixes	dis-		the prefix dis– has a negative meaning	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displease disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishearten dishonest disinfect disinterested disjointed disobedient disqualify dissatisfy disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved	
	15		mis		the prefix mis– has a negative meaning	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged	
	16		re-		re– means ‘again’ or ‘back’.	refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire	

17	suffix -ly	+ly	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:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretively separately strangely sufficiently surreptitiously suspiciously
18		y to an i		(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.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily
19		le to ly		(2) If the root word ends with –le, the –le is changed to –ly.	gently simply humbly nobly
20	rules for -ous		The suffix –ous Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous
21				Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous
22	-sure		Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure
23	-ture		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.	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.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture
24	-sion		Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion

Word List for years Three and Four

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.