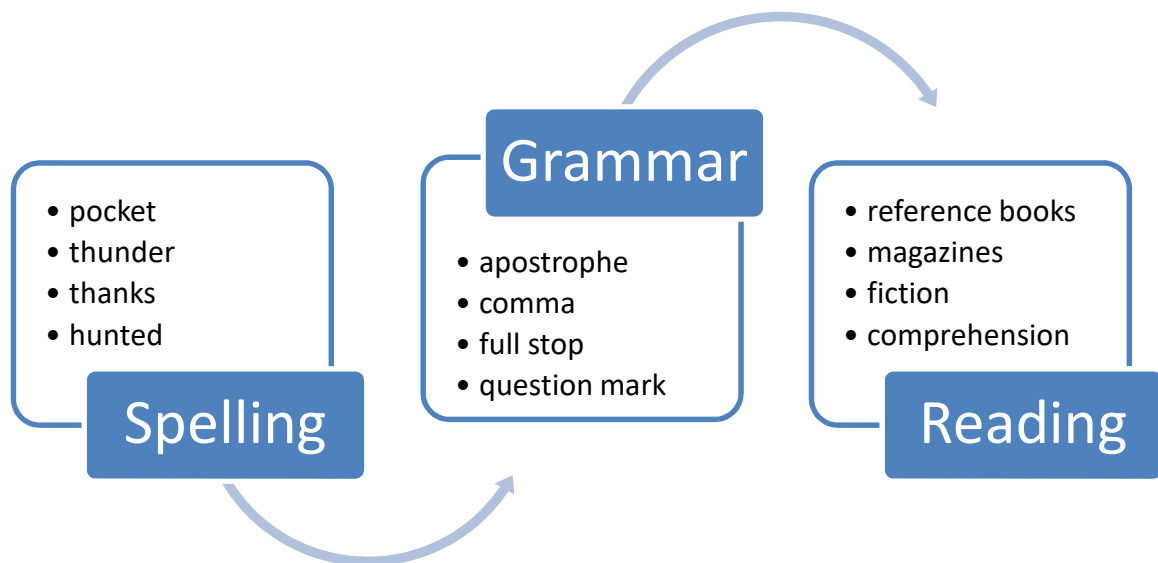


# Cherry Tree Primary



## English



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**Year Three**

# Spelling – work for years 3 and 4

## Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

## New work for years 3/4 and 4

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
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
The /I/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>
<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>sub–</b> means ‘under’.</p> <p><b>inter–</b> means ‘between’ or ‘among’.</p> <p><b>super–</b> means ‘above’.</p> <p><b>anti–</b> means ‘against’.</p> <p><b>auto–</b> means ‘self’ or ‘own’.</p>	<p><b>sub–</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter–</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super–</b>: supermarket, superman, superstar</p> <p><b>anti–</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto–</b>: autobiography, autograph</p>
The suffix –ation	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	<p>The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>–ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in –y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.</p> <p>(3/4) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>–sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>–sion</b> .	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Sometimes there is no obvious root word.</p> <p><b>–our</b> is changed to <b>–or</b> before <b>–ous</b> 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 <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children’s</i> ).	girls’, boys’, babies’, children’s, men’s, mice’s  <b>(Note:</b> singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

## Word list – years 3 and 4

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

This shows the Y3 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 3.

<i>Year 3: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a</i> rock, <i>an</i> open box]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>
<b>Terminology for pupils</b>	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

## How can you help with reading at home?



**"A little and often."** Try to read with your child regularly. 15 -20 minutes, four times a week is much better than a long session only once a week.



**"A time and a place."** Find a quiet space to share books where you are both comfortable. Choose a time when you are not rushed and where your child is not tired.



**"Read and talk."** Discuss the book, its characters and events. Teachers will send home suggested questions each term to prompt discussions.



**"Did you like it?"** Encourage your child to share their opinion. *Do you agree with this author's opinion? Can you find evidence in the text to show the author's opinion?*



**"Read everything and anything."** Encourage your child to read a range of texts. *These might include newspapers, online texts, poetry, non-fiction books and comics.*



**"Mix it up."** Sometimes your child may want to do all the reading; at other times it may be appropriate to share the reading. All children love to listen to stories and this is also a valuable and enjoyable learning experience. It is important to still listen to older readers, read aloud to help them with their phrasing and emphasis according to the punctuation.



**"Is this reading?"** Playing word games can be a great help in learning sounds and words. Try *I spy, bingo and lotto games and snap.*



**"Know your child's reading habits"** Encourage reading from a series of books from a favourite author, or try to read around areas of interest. Challenge the more reluctant reader to see if they can find something out.