

Spelling and Grammar overview of skills

Year 3 / 4

Revision: Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Revise year 2 spelling rules including prefixes and suffixes already taught. Revise Months of the Year and common exception words before moving onto the year 3 / 4 word list.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

<i>Statutory Guidance</i>	<i>Example Words</i>	<i>Nessy Links</i>
<p>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.</p>	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Island 5 Island 7 Island 8
The sound spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery	Island 10
The /ʌ/ sound spelt ou	young, touch, double, trouble, country	Island 7
<p>More prefixes Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings. The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir– Re- means ‘again’ or ‘back’ sub– means ‘under’.</p>	dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) in–: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible redo, refresh, return, reappear, redecorate subdivide, subheading, submarine, submerge inter–: interact, intercity, international, interrelated (inter + related) supermarket, superman, superstar antiseptic, anticlockwise, antisocial autobiography, autograph	Island 5

<p>inter– means ‘between’ or ‘among’. super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’. The suffix –ation The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>	<p>Island 7</p>
<p>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.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) Exceptions: 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 If the root word ends with –le, the –le is changed to –ly. gently, simply, humbly, nobly If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. basically, frantically, dramatically The words truly, duly, wholly</p>	<p>Island 9</p>
<p>Words with endings sounding like /ʒə/ or /tʃə/ The ending sounding like /ʒə/ is always spelt –sure. 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.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>	<p>Island 6</p>
<p>Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>	<p>Island 7</p>
<p>The suffix –ous 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. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. 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 tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>	<p>Island 8</p>

Words with the sound spelt ch (mostly French in origin) /ʃ/	chef, chalet, machine, brochure	Island 9
Words with the /eɪ/ sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey	Island 8
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’, children’s, men’s, mice’s (Note: 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	Island 8

YEAR 3: Grammar Skills

Word	<p><i>Revise: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</i></p> <p><i>Formation of adjectives using suffixes such as –ful, –less</i></p> <p><i>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</i></p>	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	<p><i>Revise: Conjunctions: Subordination (using when, if, that, because) and co-ordination (using or, and, but)</i></p> <p><i>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</i></p> <p><i>Identify types of sentence ; statement, question, exclamation or command</i></p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>

Text	<p><i>Revise: Correct choice and consistent use of present tense and past tense in writing</i></p> <p><i>Use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]</i></p>	<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 present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Punctuation	<p><i>Revise: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></p> <p><i>Commas to separate items in a list</i></p> <p><i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</i></p>	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p><i>Revise: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)</i></p> <p><i>apostrophe, comma</i></p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

<i>YEAR 4: Grammar Skills</i>		
Word	<p><i>Revise: Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</i></p> <p><i>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</i></p> <p><i>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve]</i></p>	<p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>
Sentence	<p><i>Revise: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [E.g Later that day, I heard the bad news.]</p>
Text	<p><i>Revise: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</i></p> <p><i>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</i></p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p><i>Revise: Introduction to inverted commas to punctuate direct speech</i></p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>

Terminology for pupils	<i>Revise: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</i>	determiner pronoun, possessive pronoun adverbial
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<i>Year 3 and 4 Word List</i>			
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

