

Year 3 and 4 Spelling Progression - Autumn Term 1

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u> (from Appendix 1 of the N.C)												
<u>Week</u> <u>1</u>	<u>c as in ice</u> <table border="1" style="width: 100%;"> <tr> <td>accidentally</td> <td>circle</td> </tr> <tr> <td>bicycle</td> <td>decide</td> </tr> <tr> <td>medicine</td> <td>experience</td> </tr> <tr> <td>centre</td> <td>notice</td> </tr> <tr> <td>certain</td> <td>recent</td> </tr> <tr> <td>century</td> <td>sentence</td> </tr> </table>	accidentally	circle	bicycle	decide	medicine	experience	centre	notice	certain	recent	century	sentence	<u>Recap Year 2 rules for adding a suffix</u> <u>(regular and drop the 'e')</u> - Regular (just add the suffix) <i>e.g. jump/jumped, cook/cooking, fast/fastest</i> - Drop the 'e' <i>e.g. bake/baking, time/timer, skate/skated</i>
accidentally	circle													
bicycle	decide													
medicine	experience													
centre	notice													
certain	recent													
century	sentence													
<u>Week</u> <u>2</u>	<u>y as in happy</u> <table border="1" style="width: 100%;"> <tr> <td>accidentally</td> <td>history</td> </tr> <tr> <td>actually</td> <td>library</td> </tr> <tr> <td>busy</td> <td>naughty</td> </tr> <tr> <td>century</td> <td>occasionally</td> </tr> <tr> <td>early</td> <td>ordinary</td> </tr> <tr> <td>February</td> <td>probably</td> </tr> </table>	accidentally	history	actually	library	busy	naughty	century	occasionally	early	ordinary	February	probably	<u>Recap Year 2 rules for adding a suffix</u> <u>(regular, drop the 'e', change y to i)</u> - Regular (just add the suffix) <i>e.g. jump/jumped, cook/cooking, fast/fastest</i> - Drop the 'e' <i>e.g. bake/baking, time/timer, skate/skated</i> - Change y to i (except for suffix -ing) <i>e.g. cry/cried, worry/worrier</i>
accidentally	history													
actually	library													
busy	naughty													
century	occasionally													
early	ordinary													
February	probably													
<u>Week</u> <u>3</u>	<u>ea as in leaf</u> <u>ie as in field</u> <u>e e as in athlete</u> <table border="1" style="width: 100%;"> <tr> <td>believe</td> </tr> <tr> <td>breathe</td> </tr> <tr> <td>complete</td> </tr> <tr> <td>extreme</td> </tr> <tr> <td>increase</td> </tr> </table>	believe	breathe	complete	extreme	increase	<u>Rules for adding a suffix (double the consonant)</u> NB -In Year 2, they learned that words <u>with one syllable</u> ending in a single consonant letter after a single short vowel are doubled (we called them short vowel sandwiches) <i>e.g. pat/patted, hit/hitting, drop/dropping, fat/fattest</i> NB - In Y3/4, they will learn that, in <u>words with more than one syllable</u> , 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 <i>e.g. forget/forgetting e.g. prefer/preferred e.g. begin/beginner</i> NB - The consonant letter is not doubled if the syllable is unstressed. <i>e.g. garden/gardening/gardener e.g. limit/limiting/limited</i>							
believe														
breathe														
complete														
extreme														
increase														
<u>Week</u> <u>4</u>	<u>ear as in ear</u> <u>air as in hair</u> <table border="1" style="width: 100%;"> <tr> <td>appear</td> </tr> <tr> <td>disappear</td> </tr> <tr> <td>various</td> </tr> <tr> <td>therefore</td> </tr> </table>	appear	disappear	various	therefore	<u>Recap Year 2 spelling rule for /j/ (j, g, dge, ge)</u> NB – At the end of a word – dge is used straight after a short vowel <i>e.g. dodge, badge, hedge, fudge, ridge</i> NB – At the end of a word, – ge is used after a long vowel or a consonant <i>e.g. large, merge, lounge, strange</i> NB – 'g' is often used before e, i and y. <i>e.g. gem, giant, magic</i> NB - 'j' is usually used before a, o, u <i>e.g. jacket, join, adjust</i>								
appear														
disappear														
various														
therefore														
<u>Week</u> <u>5</u>	<u>i e as in slide</u> <u>i as in find</u> <table border="1" style="width: 100%;"> <tr> <td>arrive</td> <td>bicycle</td> </tr> <tr> <td>decide</td> <td>island</td> </tr> <tr> <td>describe</td> <td>library</td> </tr> <tr> <td>exercise</td> <td>surprise</td> </tr> <tr> <td>guide</td> <td></td> </tr> </table> height (exception)	arrive	bicycle	decide	island	describe	library	exercise	surprise	guide		<u>Recap Year 2 spelling rule for /s/ (s, c, ss, se, st, ce)</u> NB – 'ss' is usually used after a short vowel <i>e.g. pass, missing, lessen</i> NB – 'se' is usually used after a long vowel or a consonant <i>e.g. house, sparse, nurse, crease, dense, glimpse</i> NB – 'c' usually comes before 'e', 'i' and 'y' <i>e.g. cell, city, fancy</i> NB – 'ce' is often used at the end when there is an 'n' before it <i>e.g. dance, once, France, distance, conference</i>		
arrive	bicycle													
decide	island													
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exercise	surprise													
guide														
<u>Week</u> <u>6</u>	Revision and consolidation	<u>Suffix -ly</u> NB -ly is added to an adjective to change it into an adverb <i>e.g. sad/sadly, usual/usually, final/finally</i> NB – If the root word ends in y, change y to I first and add –ly <i>e.g. happy/happily</i> NB – If the root word ends in le, drop the 'e' and add 'y' <i>e.g. simple/simply</i> NB - If the root word ends in 'ic', use –ally instead of –ly <i>e.g. basic/basically, frantic/frantically</i>												

Year 3 and 4 Spelling Progression - Autumn Term 2

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u> (from Appendix 1 of the N.C)						
<u>Week</u> <u>1</u>	er as in farmer er as in mixer ar as in collar or as in doctor	Prefix dis- e.g. disappoint, disagree, disobey Prefix mis- e.g. misbehave, mislead, misspell NB – Prefixes dis- and mis- have negative meanings						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">answer calendar consider different exercise</td> <td style="width: 33%;">grammar history particular peculiar popular</td> <td style="width: 33%;">quarter regular remember separate pressure</td> </tr> </table>	answer calendar consider different exercise	grammar history particular peculiar popular	quarter regular remember separate pressure				
answer calendar consider different exercise	grammar history particular peculiar popular	quarter regular remember separate pressure						
<u>Week</u> <u>2</u>	f as in fish ff as in huff and puff ph as in photo	Prefix in- e.g. inactive, incorrect Prefix il- e.g. illegal, illegible NB - The prefix in- can mean both 'not' and 'in/into' NB - If the root word starts with 'l', in- becomes il- e.g. legal/illegal, legible/illegible						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">different difficult famous favourite February</td> <td style="width: 50%;">forward fruit often therefore enough (exception)</td> </tr> </table>	different difficult famous favourite February	forward fruit often therefore enough (exception)					
different difficult famous favourite February	forward fruit often therefore enough (exception)							
<u>Week</u> <u>3</u>	Spelling with mnemonics set A Address (Ad wears a dress) Answer (pronounce the w) Business (There's a BUS IN business) Believe (Try not to believe a lie.) Difficult (y) (Mrs D, Mrs I, Mrs FFI , Mrs C, Mrs U, Mrs LT(Y)) Famous (F ive A amazing M usicians O n U p S tage) Decide (I decided to join the CID)	Prefix im- e.g. perfect/imperfect Prefix ir- e.g. relevant/irrelevant NB - If the root word starts with 'm' or 'p', in- becomes im- e.g. mature/immature, possible/impossible, patient/impatient NB - If the root word starts with 'r' in- becomes ir- e.g. regular/irregular, responsible/irresponsible						
<u>Week</u> <u>4</u>	e as in egg ea as in head	Recap Year 2 spelling rule for /z/ (z, zz, se) NB – zz is usually used at the end of a word after a short vowel e.g. buzz, fizz NB – 'se' is usually used at the end of a word after a long vowel e.g. please, cheese, pause						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">breath address accidentally centre century enough</td> <td style="width: 33%;">exercise experience experiment extreme February mention</td> <td style="width: 33%;">sentence remember separate special strength question</td> </tr> </table>	breath address accidentally centre century enough	exercise experience experiment extreme February mention	sentence remember separate special strength question				
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<u>Week</u> <u>5</u>	eigh as in eight a e as in cake a as in baby eig as in reign aigh as in straight	ei as in vein eigh as in eight ey as in obey						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">eight eighth famous favourite</td> <td style="width: 33%;">potatoes reign separate</td> <td style="width: 33%;">straight strange weight</td> </tr> </table>	eight eighth famous favourite	potatoes reign separate	straight strange weight	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">vein</td> <td style="width: 33%;">weigh eight neighbour</td> <td style="width: 33%;">they obey</td> </tr> </table>	vein	weigh eight neighbour	they obey
eight eighth famous favourite	potatoes reign separate	straight strange weight						
vein	weigh eight neighbour	they obey						
<u>Week</u> <u>6</u>	Revision and consolidation	Recap simpler Homophones (weeks 6 and 7) - <i>Non statutory Y2 examples</i>						
<u>Week</u> <u>7</u>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">there/their/they're, here/hear see/sea bare/bear one/won</td> <td style="width: 50%;">sun/son to/too/two, be/bee blue/blew, night/knight</td> </tr> </table>	there/their/they're, here/hear see/sea bare/bear one/won	sun/son to/too/two, be/bee blue/blew, night/knight				
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Year 3 and 4 Spelling Progression - Spring term 1

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>																																																
<u>Week 1</u>	<u>i as in ill</u> <u>y as in gym</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%;">accidentally</td> <td style="width: 33%;">disappear</td> <td style="width: 33%;">notice</td> </tr> <tr> <td>bicycle</td> <td>experiment</td> <td>opposite</td> </tr> <tr> <td>busy</td> <td>history</td> <td>ordinary</td> </tr> <tr> <td>business</td> <td>imagine</td> <td>particular</td> </tr> <tr> <td>consider</td> <td>increase</td> <td>position</td> </tr> <tr> <td>continue</td> <td>important</td> <td>possible</td> </tr> <tr> <td>difficult</td> <td>interest</td> <td>promise</td> </tr> <tr> <td>different</td> <td>medicine</td> <td>women (exception)</td> </tr> <tr> <td></td> <td>minute</td> <td>build (exception)</td> </tr> </table>	accidentally	disappear	notice	bicycle	experiment	opposite	busy	history	ordinary	business	imagine	particular	consider	increase	position	continue	important	possible	difficult	interest	promise	different	medicine	women (exception)		minute	build (exception)	<u>y as in gym</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td>myth</td> </tr> <tr> <td>Egypt</td> </tr> <tr> <td>gym</td> </tr> <tr> <td>pyramid</td> </tr> <tr> <td>mystery</td> </tr> </table>	myth	Egypt	gym	pyramid	mystery																
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<u>Week 2</u>	<u>or as in fork</u> <u>augh as in naughty</u> <u>ough as in thought</u> <u>al as in walk</u> <u>ore as in score</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%;">caught</td> <td style="width: 33%;">naughty</td> <td style="width: 33%;">therefore</td> </tr> <tr> <td>forward</td> <td>ordinary</td> <td>although</td> </tr> <tr> <td>important</td> <td>quarter</td> <td>thought</td> </tr> </table>	caught	naughty	therefore	forward	ordinary	although	important	quarter	thought	<u>Suffix –ation</u> <i>e.g. inform/information</i> NB – The suffix –ation is added to verbs to form nouns and follow the suffix rules already taught <i>e.g. inform/information, adore/adoration, sense/sensation, prepare/preparation, admire/admiration</i>																																							
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<u>Week 3</u>	<u>er as in mixer</u> <u>ir as in bird</u> <u>ear as in learn</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%;">certain</td> <td style="width: 50%;">earth</td> </tr> <tr> <td>circle</td> <td>heard</td> </tr> <tr> <td>early</td> <td>learn</td> </tr> </table>	certain	earth	circle	heard	early	learn	<u>Suffix –ous</u> <i>e.g. poison/poisonous</i> NB - If the root word is obvious, the usual rules apply for adding suffixes beginning with vowel letters. <i>e.g. danger/dangerous, fame/famous, vary/various</i> NB - Sometimes there is no obvious root word. <i>e.g. tremendous, jealous, enormous</i> NB – our is changed to or before ous is added. <i>e.g. glamour/glamorous, humour/humorous</i> NB - A final ‘e’ of the root word must be kept if the /j/ sound of ‘g’ is to be kept <i>e.g. courage/courageous</i> NB - If there is an /ee/ sound before the ous ending, it is usually spelt as i <i>e.g. curious, obvious, serious</i> , but a few words have e. <i>e.g. hideous, spontaneous.</i>																																										
certain	earth																																																	
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<u>Week 4</u>	<u>Alternative oo</u> <u>Alternative ar</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%;">fruit</td> <td style="width: 50%;">guard</td> </tr> <tr> <td>group</td> <td>heart</td> </tr> <tr> <td>through</td> <td></td> </tr> </table>	fruit	guard	group	heart	through		<u>sh as in chef (French origin)</u> <u>ch as in chemist (Greek origin)</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%;">chef</td> <td style="width: 33%;">brochure</td> <td style="width: 33%;">chemist</td> </tr> <tr> <td>chalet</td> <td>scheme</td> <td>echo</td> </tr> <tr> <td>machine</td> <td>chorus</td> <td>character</td> </tr> </table>	chef	brochure	chemist	chalet	scheme	echo	machine	chorus	character																																	
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<u>Week 5</u>	<u>l as in lollipop</u> <u>ll as in bell</u> <u>le as in purple</u> <u>el as in camel</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%;">accidentally</td> <td style="width: 33%;">difficult</td> <td style="width: 33%;">particular</td> </tr> <tr> <td>actually</td> <td>early</td> <td>peculiar</td> </tr> <tr> <td>believe</td> <td>island</td> <td>popular</td> </tr> <tr> <td>bicycle</td> <td>knowledge</td> <td>possible</td> </tr> <tr> <td>build</td> <td>material</td> <td>probably</td> </tr> <tr> <td>calendar</td> <td>natural</td> <td>regular</td> </tr> <tr> <td>circle</td> <td>occasionally</td> <td>special</td> </tr> <tr> <td>complete</td> <td></td> <td></td> </tr> </table>	accidentally	difficult	particular	actually	early	peculiar	believe	island	popular	bicycle	knowledge	possible	build	material	probably	calendar	natural	regular	circle	occasionally	special	complete			<u>Homophones (weeks 5 and 6)</u> - <i>Non statutory Y3/4 examples</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%;">accept/except</td> <td style="width: 33%;">groan/grown</td> <td style="width: 33%;">missed/mist</td> </tr> <tr> <td>affect/effect</td> <td>here/hear</td> <td>peace/piece</td> </tr> <tr> <td>ball/bawl</td> <td>heel/heal/he'll</td> <td>plain/plane</td> </tr> <tr> <td>berry/bury</td> <td>knot/not</td> <td>rain/rein/reign</td> </tr> <tr> <td>brake/break</td> <td>mail/male</td> <td>scene/seen</td> </tr> <tr> <td>fair/fare</td> <td>main/mane</td> <td>weather/whether</td> </tr> <tr> <td>grate/great</td> <td>meat/meet</td> <td>whose/who's</td> </tr> <tr> <td></td> <td>medal/meddle</td> <td></td> </tr> </table>	accept/except	groan/grown	missed/mist	affect/effect	here/hear	peace/piece	ball/bawl	heel/heal/he'll	plain/plane	berry/bury	knot/not	rain/rein/reign	brake/break	mail/male	scene/seen	fair/fare	main/mane	weather/whether	grate/great	meat/meet	whose/who's		medal/meddle	
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<u>Week 6</u>	Revision and consolidation																																																	

Year 3 and 4 Spelling Progression - Spring term 2

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>					
<u>Week 1</u>	<u>Alternative pronunciations for t</u>	<u>ou as in touch</u>					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">actually century extreme mention natural</td> <td style="width: 50%;">position question strength strange</td> </tr> </table>	actually century extreme mention natural	position question strength strange	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">touch young double trouble country</td> <td style="width: 50%;"></td> </tr> </table>	touch young double trouble country		
actually century extreme mention natural	position question strength strange						
touch young double trouble country							
<u>Week 2</u>	<u>s as in snake</u> <u>ss as in cross</u> <u>se as in house</u> <u>ce as in dance</u>	<u>sc as in scene (Latin origin)</u>					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">address answer busy business describe disappear exercise famous forwards</td> <td style="width: 33%;">increase island notice occasion opposite perhaps position possession possess</td> <td style="width: 33%;">possible potatoes pressure promise question straight strange strength various</td> </tr> </table>	address answer busy business describe disappear exercise famous forwards	increase island notice occasion opposite perhaps position possession possess	possible potatoes pressure promise question straight strange strength various	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">science scene discipline fascinate crescent</td> <td style="width: 50%;"></td> </tr> </table>	science scene discipline fascinate crescent	
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science scene discipline fascinate crescent							
<u>Week 3</u>	<u>Alternative pronunciation for th</u>	<u>Recap Year 2 spelling rule for /ch/ (ch, tch) in preparation for next week (words ending in ture)</u>					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">breath breathe eighth therefore</td> <td style="width: 50%;">though although through thought earth</td> </tr> </table>	breath breathe eighth therefore	though although through thought earth	<p>NB – ‘tch’ is usually used after a short vowel <i>e.g. catch, fetch, pitch, watch</i></p> <p>NB – ‘ch’ is usually used after a long vowel or consonant <i>e.g. church, search</i></p>			
breath breathe eighth therefore	though although through thought earth						
<u>Week 4</u>	<u>Trigraphs</u>	<u>Words ending in –sure</u>					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">appear breathe disappear early earth guard</td> <td style="width: 50%;">heard heart learn knowledge pressure therefore</td> </tr> </table>	appear breathe disappear early earth guard	heard heart learn knowledge pressure therefore	<p><i>e.g. measure, treasure, pleasure, enclosure</i></p> <p style="text-align: center;"><u>Words ending in –ture</u></p> <p><i>e.g. creature, furniture, picture, nature, adventure</i></p> <p>NB – Check that the word is not a root word ending in ch/tch</p>			
appear breathe disappear early earth guard	heard heart learn knowledge pressure therefore						
<u>Week 5</u>	<u>Four letters making one sound</u>	<u>Recap Year 2 spelling rules for the possessive apostrophe in singular form</u>					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">caught eight eighth height naughty straight</td> <td style="width: 50%;">though although through thought weight</td> </tr> </table>	caught eight eighth height naughty straight	though although through thought weight	<p><i>e.g. Megan’s, Ravi’s, the girl’s, the child’s, the man’s</i></p>			
caught eight eighth height naughty straight	though although through thought weight						
<u>Week 6</u>	<u>Revision and consolidation</u>	<u>Possessive apostrophe in plural form</u>					
		<p>NB - The apostrophe is placed after the plural form of the word <i>e.g. girls’, boys’, babies’</i></p> <p>NB –s is not added if the plural already ends in –s <i>e</i></p> <p>NB –s is added if the plural does not end in –s i.e. is an irregular plural – <i>e.g. children’s, men’s, mice’s</i></p>					

Year 3 and 4 Spelling Progression - Summer term 1

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>																																						
<u>Week 1</u>	<u>Spelling with mnemonics set B</u> Knowledge (I know there is a dge in ledge) Build (Build Up In Lines- Build) Various (Violet arrives ready in orange underpants). Possession (I possess lots of s'... 4 i on) Woman (Oh , I wonder who Wonder Woman is?) Women (Men and Women are all equal)	<u>Prefix re-</u> <i>e.g. fresh/refresh, do/redo</i> <u>Prefix sub-</u> <i>e.g. subheading, subdivide, submerge</i> NB – re- means ‘again’ or ‘back’ NB – sub- means ‘under’																																						
<u>Week 2</u>	<u>3 syllable words (easy to spell when segmented)</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">cal-en-dar</td> <td style="padding: 2px;">im-por-tant</td> </tr> <tr> <td style="padding: 2px;">con-sid-er</td> <td style="padding: 2px;">in-ter-est</td> </tr> <tr> <td style="padding: 2px;">con-tin-ue</td> <td style="padding: 2px;">op-pos-ite</td> </tr> <tr> <td style="padding: 2px;">diff-er-ent</td> <td style="padding: 2px;">pop-u-lar</td> </tr> <tr> <td style="padding: 2px;">diff-i-cult</td> <td style="padding: 2px;">poss- i- ble</td> </tr> <tr> <td style="padding: 2px;">ex-er-cise</td> <td style="padding: 2px;">prob-ab-ly</td> </tr> <tr> <td style="padding: 2px;">im-ag-ine</td> <td style="padding: 2px;">reg-u-lar</td> </tr> <tr> <td></td> <td style="padding: 2px;">re-mem-ber</td> </tr> </table>	cal-en-dar	im-por-tant	con-sid-er	in-ter-est	con-tin-ue	op-pos-ite	diff-er-ent	pop-u-lar	diff-i-cult	poss- i- ble	ex-er-cise	prob-ab-ly	im-ag-ine	reg-u-lar		re-mem-ber	<u>Prefix inter-</u> <i>e.g. fresh/refresh, do/redo</i> <u>Prefix super-</u> <i>e.g. superman, superstar</i> NB – inter- means ‘between’ or ‘among’ NB – super- means ‘above’																						
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<u>Week 3</u>	<u>‘zh’ and alternatives for ‘sh’</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">occasion</td> <td style="padding: 2px;">mention</td> </tr> <tr> <td style="padding: 2px;">occasionally</td> <td style="padding: 2px;">(accent)</td> </tr> <tr> <td style="padding: 2px;">possession</td> <td style="padding: 2px;">extreme</td> </tr> <tr> <td style="padding: 2px;">position</td> <td style="padding: 2px;">straight</td> </tr> <tr> <td style="padding: 2px;">pressure</td> <td style="padding: 2px;">strength</td> </tr> <tr> <td style="padding: 2px;">question</td> <td style="padding: 2px;">strange</td> </tr> <tr> <td style="padding: 2px;">special</td> <td></td> </tr> </table>	occasion	mention	occasionally	(accent)	possession	extreme	position	straight	pressure	strength	question	strange	special		<u>Prefix anti-</u> <i>e.g. antisocial, anticlockwise</i> <u>Prefix auto-</u> <i>autograph, autobiography</i> NB – anti- means ‘against’ NB – auto- means ‘self’ or ‘own’																								
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<u>Week 4</u>	<u>Double consonant digraphs</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">accidentally</td> <td style="padding: 2px;">disappear</td> </tr> <tr> <td style="padding: 2px;">actually</td> <td style="padding: 2px;">grammar</td> </tr> <tr> <td style="padding: 2px;">address</td> <td style="padding: 2px;">occasionally</td> </tr> <tr> <td style="padding: 2px;">appear</td> <td style="padding: 2px;">opposite</td> </tr> <tr> <td style="padding: 2px;">arrive</td> <td style="padding: 2px;">possession</td> </tr> <tr> <td style="padding: 2px;">business</td> <td style="padding: 2px;">possess</td> </tr> <tr> <td style="padding: 2px;">different</td> <td style="padding: 2px;">possible</td> </tr> <tr> <td style="padding: 2px;">difficult</td> <td style="padding: 2px;">suppose</td> </tr> </table>	accidentally	disappear	actually	grammar	address	occasionally	appear	opposite	arrive	possession	business	possess	different	possible	difficult	suppose	<u>Words ending in –gue and –que (French origin)</u> <i>e.g. league, tongue, antique, unique</i>																						
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<u>Week 5</u>	<u>Silent graphemes</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">answer</td> <td style="padding: 2px;">February</td> </tr> <tr> <td style="padding: 2px;">breathe</td> <td style="padding: 2px;">guard</td> </tr> <tr> <td style="padding: 2px;">build</td> <td style="padding: 2px;">imagine</td> </tr> <tr> <td style="padding: 2px;">centre</td> <td style="padding: 2px;">island</td> </tr> <tr> <td style="padding: 2px;">enough</td> <td style="padding: 2px;">library</td> </tr> <tr> <td style="padding: 2px;">famous</td> <td style="padding: 2px;">minute</td> </tr> <tr> <td></td> <td style="padding: 2px;"><u>opposite</u></td> </tr> </table>	ans w er	Febr u ary	breath e	g u ard	b u ild	imagin e	cent r e	is l and	en o ugh	lib r ary	fam o us	min u te		<u>opposite</u>	<u>Homophones (week 5 and 6)</u> - <i>Non statutory Y3/4 examples</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">accept/except</td> <td style="padding: 2px;">groan/grown</td> <td style="padding: 2px;">missed/mist</td> </tr> <tr> <td style="padding: 2px;">affect/effect</td> <td style="padding: 2px;">here/hear</td> <td style="padding: 2px;">peace/piece</td> </tr> <tr> <td style="padding: 2px;">ball/bawl</td> <td style="padding: 2px;">heel/heal/he'll</td> <td style="padding: 2px;">plain/plane</td> </tr> <tr> <td style="padding: 2px;">berry/bury</td> <td style="padding: 2px;">knot/not</td> <td style="padding: 2px;">rain/rein/reign</td> </tr> <tr> <td style="padding: 2px;">brake/break</td> <td style="padding: 2px;">mail/male</td> <td style="padding: 2px;">scene/seen</td> </tr> <tr> <td style="padding: 2px;">fair/fare</td> <td style="padding: 2px;">main/mane</td> <td style="padding: 2px;">weather/whether</td> </tr> <tr> <td style="padding: 2px;">grate/great</td> <td style="padding: 2px;">meat/meet</td> <td style="padding: 2px;">whose/who's</td> </tr> <tr> <td></td> <td style="padding: 2px;">medal/meddle</td> <td></td> </tr> </table>	accept/except	groan/grown	missed/mist	affect/effect	here/hear	peace/piece	ball/bawl	heel/heal/he'll	plain/plane	berry/bury	knot/not	rain/rein/reign	brake/break	mail/male	scene/seen	fair/fare	main/mane	weather/whether	grate/great	meat/meet	whose/who's		medal/meddle	
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Year 3 and 4 Spelling Progression - Summer term 2

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>			
<u>Week 1</u>	<u>Adjacent consonants with 'r' as the second consonant</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">address arrive breath breathe describe February library</td> <td style="width: 50%; padding: 5px;">pressure probably promise strange strength straight</td> </tr> </table>	address arrive breath breathe describe February library	pressure probably promise strange strength straight	<u>Words ending in –sion</u> (making the /zh/ sound like in division) <i>e.g. division, invasion, confusion, decision, collision, television</i>	
address arrive breath breathe describe February library	pressure probably promise strange strength straight				
<u>Week 2</u>	<u>Alternative pronunciations for 'g' and changes when included in a digraph or trigraph</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">caught enough grammar eight eighth group guard guide height imagine knowledge</td> <td style="width: 50%; padding: 5px;">length naughty regular reign straight strength strange though although thought through weight</td> </tr> </table>	caught enough grammar eight eighth group guard guide height imagine knowledge	length naughty regular reign straight strength strange though although thought through weight	<u>Words ending in – tion</u> NB – Used if the root word ends in 't' <i>e.g. invent/invention</i> <i>e.g. inject/injection</i> <i>e.g. act/action</i> NB – Used if the root word ends in 'te' <i>e.g. hesitate/hesitation</i> <i>e.g. complete/completion</i>	
caught enough grammar eight eighth group guard guide height imagine knowledge	length naughty regular reign straight strength strange though although thought through weight				
<u>Week 3</u>	<u>Alternative pronunciations for 'o' and changes when included in a digraph or trigraph</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">complete consider continue enough famous favourite forwards</td> <td style="width: 33%; padding: 5px;">group knowledge mention notice occasion opposite potatoes</td> <td style="width: 33%; padding: 5px;">women woman various though although thought through</td> </tr> </table>	complete consider continue enough famous favourite forwards	group knowledge mention notice occasion opposite potatoes	women woman various though although thought through	<u>Words ending in – ssion</u> NB – Used if the root word ends in 'ss' <i>e.g. express/expression</i> <i>e.g. discuss/discussion</i> <i>e.g. confess/confession</i> NB – Used if the root word ends in 'mit' <i>e.g. permit/permission</i> <i>e.g. admit/admission</i>
complete consider continue enough famous favourite forwards	group knowledge mention notice occasion opposite potatoes	women woman various though although thought through			
<u>Week 4</u>	<u>Split digraphs</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">arrive complete decide describe exercise</td> <td style="width: 50%; padding: 5px;">extreme guide separate suppose surprise</td> </tr> </table>	arrive complete decide describe exercise	extreme guide separate suppose surprise	<u>Words ending in –sion</u> (making the /sh/ sound like in tension) NB – Used if the root word ends in d <i>e.g. expand/expansion</i> <i>e.g. extend/extension</i> <i>e.g. comprehend/comprehension</i> NB – Used if the root word ends in se <i>e.g. tense/tension</i>	
arrive complete decide describe exercise	extreme guide separate suppose surprise				
<u>Week 5</u>	<u>Revision and consolidation</u>	<u>Words ending in –cian</u> NB – Used if the root word ends in c or cs <i>e.g. music/musician</i> <i>e.g. electric/electrician</i> <i>e.g. magic/magician</i> <i>e.g. politics/politician</i>			
<u>Week 6</u>	<u>Revision and consolidation</u>	<u>Revision and consolidation</u>			