

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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<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>	<p>er as in farmer er as in mixer ar as in collar or as in doctor</p> <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	<p>Prefix dis- e.g. disappoint, disagree, disobey Prefix mis- e.g. misbehave, mislead, misspell</p> <p>NB – Prefixes dis- and mis- have negative meanings</p>			
answer calendar consider different exercise	grammar history particular peculiar popular	quarter regular remember separate pressure						
<u>Week</u> <u>2</u>	<p>f as in fish ff as in huff and puff ph as in photo</p> <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)	<p>Prefix in- e.g. inactive, incorrect Prefix il- e.g. illegal, illegible</p> <p>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</p>				
different difficult famous favourite February	forward fruit often therefore enough (exception)							
<u>Week</u> <u>3</u>	<p>Spelling with mnemonics set A</p> <p>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 (Five Amazing Musicians On Up Stage) Decide (I decided to join the CID)</p>	<p>Prefix im- e.g. perfect/imperfect Prefix ir- e.g. relevant/irrelevant</p> <p>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</p>						
<u>Week</u> <u>4</u>	<p>e as in egg ea as in head</p> <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	<p>Recap Year 2 spelling rule for /z/ (z, zz, se)</p> <p>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</p>			
breath address accidentally centre century enough	exercise experience experiment extreme February mention	sentence remember separate special strength question						
<u>Week</u> <u>5</u>	<p>eigh as in eight a e as in cake a as in baby eig as in reign aigh as in straight</p> <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	<p>ei as in vein eigh as in eight ey as in obey</p> <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						
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<u>Week</u> <u>6</u>	Revision and consolidation	<p>Recap simpler Homophones (weeks 6 and 7) - <i>Non statutory Y2 examples</i></p> <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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<u>Week</u> <u>7</u>								

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>ough as in naughty</u> <u>ough as in thought</u> <u>al as in walk</u> <u>ore as in score</u> <u>ar as in war</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>																																										
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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	
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					
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="padding: 2px;">address</td> <td style="padding: 2px;">pressure</td> </tr> <tr> <td style="padding: 2px;">arrive</td> <td style="padding: 2px;">probably</td> </tr> <tr> <td style="padding: 2px;">breath</td> <td style="padding: 2px;">promise</td> </tr> <tr> <td style="padding: 2px;">breathe</td> <td style="padding: 2px;">strange</td> </tr> <tr> <td style="padding: 2px;">describe</td> <td style="padding: 2px;">strength</td> </tr> <tr> <td style="padding: 2px;">February</td> <td style="padding: 2px;">straight</td> </tr> <tr> <td style="padding: 2px;">library</td> <td></td> </tr> </table>	address	pressure	arrive	probably	breath	promise	breathe	strange	describe	strength	February	straight	library		<u>Words ending in –sion</u> (making the /zh/ sound like in division) <i>e.g. division, invasion, confusion, decision, collision, television</i>										
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<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>																								