**Spelling at Cranbrook**

**Year 3 -4**

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| | **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** | | | --- | --- | --- | --- | --- | | 1. 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  begging  hugged  grabbed  hopping | hoping  prefer  preferred  gardener  gardening  limiting  limitation  limited | | 2. The /ɪ/ sound spelt y elsewhere than at the end of words |  | These words should be learnt as needed. | myth  gym  Egypt  mystery  pyramid  cygnet | lyric  syrup  system  typical  hymn  crystal | | 3. The /ʌ/ sound spelt ou |  | These words should be learnt as needed. | touch  young  double  trouble  country  trouble  couple | country  cousin  courage  encourage  flourish  nourish |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 4. 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’.  **inter–** means ‘between’ or ‘among’.  **super–** means ‘above’. | dishearten  dislike  dislodge  disappoint  disagree  disappear  displease  disqualify  dishonest  disconnect  disinfect  rebound  rebuild  recycle  recall  refill  reform  retreat  return  replace  revisit  replay  rewrite  submarine  submerge  antiseptic  antisocial  anticlockwise | miscount  misdeal  misfire  misfortune  mishear  misinform  misread  misbehave  misplace  mistake  miscalculate  misplace  unable  unwell  unhappy  untidy  untrained  unlucky  unpopular  unpick  unseen  unusual  undo  untie  unzip  unofficial  unusual  undress  interactive  internet  international  interrelated | inactive  incorrect  indefinite  incomplete  illegal  illegible  immature  immortal  impossible  impatient  impossible  impolite  impure  irregular  irrelevant  irresponsible  superhero  superman  supermarket  superstar  autobiography  autograph  automatic  automobile  subway  subdivide  subheading | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 5. The suffix –ation |  | The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. | | | | information  adoration  sensation  preparation  admiration  station  preparation | | | vibration  decoration  donation  coronation  duration  registration  population | | | 6. 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**:  (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.  (2) If the root word ends with **–le**, the **–le** is changed to **–ly**.  (3) If the root word ends with **–ic**,  **–ally** is added rather than just **–ly**, except in the word *publicly*.  (4) The words *truly*, *duly*, *wholly.* | | | | sadly,  completely  usually  finally  comically  badly  happily  strangely  really  gently  simply  humbly  nobly | | | suddenly  actually  loudly  quickly  carefully  probably  unhappily  easily  luckily  angrily  basically  frantically  dramatically | | | 7. 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.* | | | | measure  treasure  pleasure  enclosure  adventure  feature  feature  creature  furniture | | | mixture  picture  nature  adventure  stretcher  catcher  richer  teacher | | | 8. Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | | | | | | | division  invasion  confusion  decision  collision  television | | | 9. 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**. | | | poisonous  dangerous  mountainous  famous  various  tremendous  enormous  jealous  humorous glamorous  vigorous  courageous  outrageous | | | | serious  obvious  curious  hideous  spontaneous  courteous | | | **Statutory requirements** | | |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** | | | | | | | 10. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | | |  | Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.  **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**.  **–ssion** is used if the root word ends in **ss** or –**mit**.  **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.*  **–cian** is used if the root word ends in **c** or **cs**. | invention  injection  action  hesitation  completion  fraction  detention  mention  expression  discussion  confession  permission  admission  progression expansion  extension | | | comprehension  tension  session  musician  optician  electrician  magician  politician  mathematician | | | | 11. Words with the /k/ sound spelt ch (Greek in origin) | | |  |  | scheme  chorus  chemist  echo  character  ache | | | orchid  architect  orchestra  mechanic  stomach | | | | 12. Words with the /ʃ/ sound spelt ch (mostly French in origin) | | |  |  | chalet  chef  machine | | | brochure  parachute  chute | | | | 13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) | | |  |  | league  tongue  catalogue  dialogue  epilogue  vague  rogue | | | antique  unique  boutique  picturesque  mosque  cheque | | | | 14. 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/. | science  scene  discipline  fascinate | | | crescent  scissors  descend  ascent | | | | 15. Words with the /eɪ/ sound spelt ei, eigh, or ey | | |  |  | sleigh  neigh  eight  weight  neighbour | | | vein  they  convey  obey  grey | | | | 16. 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) | | | | | 17. 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** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | Y3 T1 | Y3 T2 | Y3 T3 | Y3 T4 | | 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 | | Y3 T5 | Y3 T6 | Y4 T1 | Y4 T2 | | through  various  weight  woman/women  occasion(ally)  special  notice | experiment  extreme  famous  favourite  February  forward(s)  fruit  grammar | often  opposite  ordinary  particular  peculiar  perhaps  popular  position | possess(ion)  possible  potatoes  pressure  probably  promise  purpose  quarter  minute | | Y4 T3 | Y4 T4 | Y4 T5 | Y4 T6 | | question  recent  regular  reign  remember  sentence  separate  material  medicine | increase  important  interest  island  knowledge  learn  length  library  mention | straight  strange  strength  suppose  surprise  therefore  though  although  thought | group  guard  guide  heard  heart  height  history  imagine naughty  natural | |

*Expectations for each year*