



# Spelling at Sandhills Primary School.

Years 3 and 4

A parents guide



Firstly, THANK YOU for your support. WE NEED YOU to help us assist your child in becoming a confident speller.

In this booklet, you will find detailed the spelling expectation for your child's phase (Lower or upper Key Stage) along with some tools which we hope will be useful to you in helping your child at home.

- Strategies for learning spellings.
- Phase related spelling requirements.
- Charts of the High Frequency words.
- Useful and fun websites.

Spelling is embedded into the weekly English curriculum but in addition, your child will have a weekly list of spellings as part of their home learning which will come either from the programme of study for their year group or from a vocabulary bank related to their 'expert' theme.

The spellings will be tested through dictation in class, with the expectation that they are used and practised in class written work. Any opportunity you have to draw attention to spellings from home learning lists in your child's reading will help to strengthen their memory and highlight the word in its proper context.

## Happy Spelling

Here are some of the strategies that will help your child become a confident and accurate speller:

- sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) – many words cannot be sounded out so other strategies are needed;
- dividing the word into syllables, say each syllable as they write the word (e.g. re-mem-ber);
- using the Look, say, cover, write, check strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could: OULucky Duck);
- finding words within words (e.g. a rat in separate);
- make links between the meaning of words and their spelling (e.g. sign, signal, signature) – this strategy is used at a later stage than others;
- working out spelling rules for themselves – a later strategy;
- using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts. If your child still has some gaps in the learning from previous years then these will be addressed before moving onto the requirements for Years 5 and 6.

#### Curriculum requirements for years 3 and 4

Spelling focus	advice	examples
Adding suffixes starting with a vowel.	If a short vowel sound before the final consonant, the consonant must be doubled before adding the suffix or the vowel sound will become long. Exception – words where the syllable before the final consonant is unstressed e.g. limit (limiting, limited)	Hoping, preferred, hopping, gardener, begging, beginner, grabbed.
'y' as an 'l' sound		Myth, system, typical
ou when it sounds 'u'		Touch, double, country, cousin
Negative prefixes Un, in, dis, mis, im, il, ir	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–.	Disappoint, misplace, illogical, irretrievable, unusual, incomplete
Prefix re	Meaning 'again'	Recall, replay, recycle
Prefix sub	Meaning 'under'	Subway, submarine
Prefix super	Meaning 'above'	Superstar, superimpose
Prefix inter	Meaning 'between'	Intercept, interactive
Suffix 'ation'	Turns a verb into a noun	Determination, admiration
Suffix 'ly'	As this suffix starts with a consonant it usually just adds straight onto the root word. 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, finally, unusually, luckily, angrily, happily, magically, frantically.
Endings ure or ture	Sounds like sher/cher Watch out for root words that ended with ch or tch – these just add er.	Measure, treasure, pressure, creature, picture, mixture N.B. teacher, catcher
Sion vtion	Tion has a sh sound. Sion buzzes more. Sion is often used when the root word ended in de or se.	Invasion, decision, collision
Ssion or cian	Ssion when the root ends in ss or mit Cian when root ends in c or cs	Admission, confession Musician, politician
Suffix 'ous'	–our is changed to –or before –ous is added. A final 'e' of the root word must be kept.	Poisonous, enormous, various, courageous, advantageous, serious, curious, hideous,

	If there is an 'ee' sound before the -ous ending, it is usually spelt as i, but a few words have e.	spontaneous.
ch that sounds k	Greek in origin	Scheme, ache, echo, character
ch that sound sh	French in origin	Chef, brochure, machine
gue	Hard g sound at the end of a word	League, vague, rogue
que	Hard k sound at the end of a word – French origin	Unique, antique, picturesque
sc	Sounding 's'. Roman origin	Science, ascend, crescent
ey	Sounding 'ay'	They, convey, grey, obey
eigh	Sounding 'ay'	eight, weight, neighbour
Possessive apostrophe with plural nouns	If plural ends in s, apostrophe comes after (no additional s). N.B. a proper noun ending in s does add apostrophe s. Cyprus's scenery is breathtaking.	Boys', girls', babies' Children's, men's
Homophone and near homophones		Accept/except, rain/reign, here/hear, brake/break, berry/bury, male/mail, meddle/medal, weather/whether, peace/piece, grown/groan

First 100 high frequency words in order - these are the most common words that occur when reading.

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Next 200 common words in order of frequency (where water is the most frequent and grow is the least frequent.)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know let's	well fun	sea any	found better	laughed lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

Years 3 and 4 tricky word list (N.B. these may not be taught in the order listed below but will be covered during the year.) These spellings will be supplemented with other words that follow familiar spelling patterns for their weekly spellings.

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

## Useful Websites

Here are some useful websites that provide fun spelling practice.  
Many are interactive:

[www.woodlands-junior.kent.sch.uk/interactive/literacy](http://www.woodlands-junior.kent.sch.uk/interactive/literacy)

[www.crickweb.co.uk](http://www.crickweb.co.uk)

[www.bbc.co.uk/bitesize/english](http://www.bbc.co.uk/bitesize/english)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.ictgames.com/literacy](http://www.ictgames.com/literacy)

[www.learninggamesforkids.com/word\\_games](http://www.learninggamesforkids.com/word_games)