



WHERE YOUNG  
MINDS SHINE

# Spelling Years 3 & 4

Kirton Lindsey Primary School  
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Throughout Kirton Lindsey Primary School, we teach spelling daily. In Early Years and Year 1, it is taught as a part of phonics sessions and in some writing lessons. From Year 2, children take part in dedicated spelling lessons.

The National Curriculum outlines which patterns should be taught at each stage; we teach these patterns to the children through a variety of activities and games. This booklet is intended to show you which spelling patterns your child will be taught this year and provides you with any spelling rules, examples of the rules being used and exceptions to the rules, to enable you to support your child at home.

The spelling curriculum is organised into the following sections: Year 1, Year 2, Years 3&4 and Years 5&6. In addition to the rules taught in this booklet, your child may also re-cap teaching from previous years. Also, children are taught the statutory words for Years 3&4 and Years 5&6 through the Star Spell spelling test scheme, at a rate of 4 words per week.

If you have any questions about this spelling guide, you would like a copy of previous year's spelling patterns or more information on Star Spell, please speak to your child's teacher.

Spelling pattern	Rules / guidance	Examples	Exceptions
<p><b>suffixes</b></p> <p><b>words starting with a vowel (eg. <i>ing</i> )</b></p>	<p>When words have more than one syllable (beat) including the suffix check:</p> <p>Is the last syllable stressed when you say the word out loud without the suffix?</p> <p>Does the word end single vowel, single consonant?</p> <p>If these rules apply, double the last letter before adding the suffix</p> <p>If the last syllable is not stressed, do not double the final letter</p>	<p>be <u>g</u>in for <u>g</u>et pre <u>f</u>er</p> <p>begin forget prefer</p> <p>begin<u>n</u>ing, forget<u>t</u>ing, forgo<u>t</u>ten, begin<u>n</u>ing, begin<u>n</u>er, prefer<u>r</u>ed</p> <p>garden – garden<u>i</u>ng, garden<u>e</u>r limit – limit<u>e</u>d, limit<u>a</u>tion</p>	
<p><b>ation suffix</b></p>	<p>Add ation to verbs to make a noun</p> <p>(previously learnt rules eg. removing the ‘e’ apply when using ation)</p>	<p><b>verb      noun</b></p> <p>inform    information adore     adoration sense     sensation prepare   preparation admire    admiration</p>	

<p><b>ly suffix</b></p>	<p>Add <b>ly</b> to adjectives to make adverbs, usually without any change to the root word.</p> <p>If the root word ends <u>consonant, y</u> and the word has more than one syllable, change the y to an i:</p> <p>words ending <b>le</b> - change <b>le</b> to <b>ly</b>:</p> <p>words ending <b>ic</b> use <b>ally</b></p>	<p>sad – <b>sadly</b>  complete – <b>completely</b>  usual – <b>usually</b>  final – <b>finally</b>  commercial – <b>commercially</b></p> <p>hap <b>py</b> – happily</p> <p>gentle – <b>gently</b>  simple – <b>simply</b>  humble – <b>humbly</b>  noble – <b>nobly</b></p> <p>basic – <b>basically</b>  frantic – <b>frantically</b>  dramatic – <b>dramatically</b></p>	<p>Other exceptions:  truly, duly,  wholly</p>
<p><b>ous suffix</b></p>	<p>Usual suffix rules apply</p> <p>Word ending <b>e</b> – remove the e</p> <p>Words ending <b>y</b> – change y to an i</p> <p>Words ending <b>our</b> – change to <b>or</b></p>	<p>danger – <b>dangerous</b>  poison – <b>poisonous</b>  mountain – <b>mountainous</b></p> <p>fame – <b>famous</b></p> <p>vary – <b>various</b></p> <p>humour - <b>humorous</b>  glamour – <b>glamorous</b>  vigour – <b>vigorous</b></p>	<p>Keep the <b>e</b> when you can still hear the ‘g’ sound in the new word:  courageous,  outrageous</p>

<b>ous suffix</b>	If there is an 'ee' sound before ous, it is usually spelt i	serious, obvious, curious	A few words use 'e:' hideous, spontaneous, courteous
<b>prefixes</b>	<p>Most prefixes can be added without a change to the root (original) word</p> <p>dis and mis change the meaning to the opposite:</p> <p>in means not</p> <p>before l, the prefix is <b>il</b></p> <p>before m or p, the prefix is <b>im</b></p> <p>before r, the prefix is <b>ir</b></p>	<p>appoint – <b>dis</b>appoint agree – <b>dis</b>agree obey – <b>dis</b>obey behave – <b>mis</b>behave lead – <b>mis</b>lead spell – <b>mis</b>spell</p> <p>active – <u>in</u>active correct – <u>in</u>correct</p> <p>legal – <b>il</b>legal legible – <b>il</b>legible</p> <p>mature – <b>im</b>mature mortal – <b>im</b>mortal possible – <b>im</b>possible patient – <b>im</b>patient</p> <p>regular – <b>ir</b>regular responsible – <b>ir</b>responsible</p>	<b>in</b> can mean in; side – <u>in</u> side
<b>sub prefix</b>	means 'under'	<b>sub</b> divide, <b>sub</b> heading, <b>sub</b> marine, <b>sub</b> merge	
<b>inter prefix</b>	means 'between' or 'among'	<b>inter</b> city, <b>inter</b> national, <b>inter</b> act	

<b>super prefix</b>	means 'above'	<b>supermarket, superman, superstar</b>	
<b>anti prefix</b>	means 'against'	<b>antiseptic, anticlockwise, antisocial</b>	
<b>auto prefix</b>	means 'self' or 'own'	<b>autobiography, autograph</b>	
<b>re prefix</b>	means again or back	<b>redo, refresh, return, reappear</b>	
<b>i sound spelt y</b>	Word just need to be learnt – no pattern	<b>myth, gym, Egypt, pyramid, mystery</b>	Not used at the end of words
<b>u sound spelt ou</b>	Word just need to be learnt – no pattern	<b>young, touch, double, trouble, country</b>	
<b>sure and ture endings</b>	The pronunciations are different – say the word out loud <b>sure</b> – 'zjure' sound  <b>ture</b> – often used when the sound is 'chure'	<b>measure, treasure, pleasure, enclosure</b>  <b>creature, furniture, picture, nature, adventure</b>	Add <b>er</b> when root words end in <b>ch</b> or <b>tch</b> : <b>teach</b> – <b>teacher</b> <b>catch</b> – <b>catcher</b>
<b>sion endings</b>	If the ending sound like 'shun' when you say the word out loud, add <b>sion</b>	<b>division, invasion, decision, collision, television</b>	
<b>tion, sion, ssion &amp; cian endings</b>	<b>tion</b> is the most common spelling. Use <b>tion</b> after words ending <b>t</b> or <b>te</b>  Use <b>ssion</b> when the root word ends <b>ss</b> or <b>mit</b>	<b>invent</b> – <b>invention</b> <b>hesitate</b> – <b>hesitation</b> <b>complete</b> - <b>completion</b>  <b>express</b> – <b>expression</b> <b>confess</b> - <b>confession</b> <b>permit</b> – <b>permission</b>	

	Use <b>sion</b> when the root word ends <b>d</b> or <b>se</b>  Use <b>cian</b> when the root word ends <b>c</b> or <b>es</b>	expand – expansion comprehend – comprehension tense – tension  music – musician magic – magician politics - politician	Attend – attention Intend - intention
<b>Possessive apostrophes (plural words)</b>	If the plural ends in s, add an apostrophe after the s  If the plural does not end in s, add ‘s	girls – the girls’ toys babies – the babies’ room  children – the children’s toys mice – the mice’s cage	
<b>k sound spelt ch</b>	No rule	<b>scheme, chorus, chemist, echo, character</b>	
<b>sh sound spelt ch</b>	No rule	<b>chef, chalet, machine, brochure</b>	
<b>g sound spelt gue</b>	No rule	<b>league, tongue</b>	
<b>k sound spelt que</b>	No rule	<b>antique, unique</b>	
<b>s sound spelt sc</b>	No rule	<b>science, scene, discipline, fascinate, crescent</b>	
<b>ay sound spelt ei, eigh or ey</b>	No rule	<b>vein, weigh, eight, neighbour, they, obey</b>	

<b>Homophones / near homophones</b>		accept / except affect / effect ball / bawl berry / bury brake / break fair / fare grate / great groan / grown here / hear heel / he'll knot / not mail / male meat / meet medal / meddle messed / mist peace / piece plain / plane rain / rein / reign scene / seen weather / whether whose / who's	
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**If you have any comments or questions please do not hesitate to contact the school.**

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