



Previously learned rules from Autumn 1

- Revision of suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')
- Prefix 'dis-' (disappoint, disagree, disobey)
- words spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)
- Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)
- Year 3/4 non-negotiables

Autumn 2 spelling rules:

- Prefixes 'mis-' and 're-'
- The /i/ sound spelt 'y' (gym, myth, Egypt)
- Words ending with the /g/ sound spelt '-gue' (fatigue) and the /k/ sound spelt '-que' (unique)
- Year 3/4 non-negotiables

Key vocabulary

Prefix	A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher
Root word	A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes- acting- the root word is act.
Compound word	A compound word contains at least two root words- e.g whiteboard and bookshop
Vowel	The letters a,e,i,o,u
Consonants	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels.
Homophone	Two different words are homophones if they sound exactly the same when pronounced.
Homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.
Word class	Every word belongs to a word class which summarises the ways in which it can be used in grammar- e.g noun, adverb, adjective
Etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.
Morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes.
GPC	Grapheme Phoneme Correspondence

Year 3 and Year 4 Non-Negotiable Spelling List

It is expectation that pupils in Year 3 and 4 understand the meaning of and are able to spell the following words fluently.

acciden(kally)	complete	February	length	possess(ion)	strength
actual(ly)	consider	forward(s)	library	possible	suppose
address	continue	fruit	material	potatoes	surprise
answer	decide	grammar	medicine	pressure	therefore
appear	describe	group	mention	probably	though
arrive	different	guard	minute	promise	although
believe	difficult	guide	natural	purpose	thought
bicycle	disappear	heard	naughty	quarter	through
breath	early	heart	notice	question	various
breathe	earth	height	occasion(ally)	recent	weight
build	eight/eighth	history	often	regular	woman
busy	enough	imagine	opposite	reign	women
business	exercise	increase	ordinary	remember	
calendar	experience	important	particular	sentence	
caught	experiment	interest	peculiar	separate	
centre	extreme	island	perhaps	special	
century	famous	knowledge	popular	straight	
certain	favourite	learn	position	strange	
circle					

How can you support their spelling practice?

Each week, you child should practise their spellings in their homework books. They will be given a spelling home learning sheet with their spelling rule for that week and their spellings will be recorded in their planners. In order to practise this half term's spellings you could try the following strategies that are most appropriate for this half term's spellings.

Prefix 'mis-' and 're-'

Building words from root words

un			ing
de			ed
in	fin	ish	es
		al	ly
		ite	ist
			ise
			ive

Word Matrices

Matrices provide a discussion on how words are linked by root words by adding prefixes and suffix that affect the meaning.

The /i/ sound , /que/ sound and /gue/ sound

Silly sentences

The robust, peculiar beansprout was extremely unique.

This strategy is useful in showing that your child has understood the rule based on word class.

Pyramid words

This method of learning words allows pupils to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid