


## Spelling Progression at Amherst – Year 3 and 4

Year Group	Expected learning (page number refers to lesson objective found in No Nonsense Spelling booklets)	Spelling pattern, rule or tip	Word suggestions/resources
Year 3	Revise spellings from previous years. Assess children against the POS for Years 3&4 in order to ascertain starting points.		Single Word Spelling Test (SWST)
	Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Page 15	<p>adding <b>-es</b> to nouns and verbs ending in <b>-y (change the y to i and add es)</b></p> <p>adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it. (Change the y to an i before adding the suffix, except for <b>-ing</b>. The only ordinary words with 'ii' are skiing and taxiing.)</p> <p>adding <b>-ing, -ed, -er -est</b> and <b>-y</b> to words ending in <b>-e</b>, with a consonant before it. (Drop the <b>-e</b> at the end of the root word before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel. The exception is <b>being</b>.)</p> <p>adding <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words of one syllable, ending in a single consonant</p>	<p>flies, tries, babies, carries</p> <p>copied, copier, happier, happiest, cried, replied, ...<b>but</b> copying, crying</p> <p>hiking, hiked, hiker, nicer, nicest, shiny</p> <p>patting, humming, dropped, sadder, fattest, runny, forgetting, forgotten, beginning, beginner, preferred</p>

		letter after a single vowel letter. (Double the last consonant letter of the root word, to keep the vowel short. <b>Exception:</b> the letter <b>x</b> is never doubled: <i>mixing, boxer, sixes.</i> )															
Revise prefix 'un-' and 'dis-' Pages 15/16	<b>un</b> is added to the beginning of the word without any change to the root word.  Like <b>un-</b> , the prefix <b>dis-</b> has a negative meaning.	unhappy, undo, unfair, unlikely, unequal, unjust, unpopular, unprofessional, unclear  disappoint, disagree, disobey, discomfort, displease, disrespect, disorder, dissatisfied, disable, dislocate, disadvantage, dislodge, disapprove  Dictate a sentence or two using the words: <i>He disliked this unkind boy.</i> <i>The king was displeased.</i> <i>He was disappointed because it was raining.</i>															
From Year 2: Apostrophes for contractions Pages 16, 29 and 41	In contractions, the apostrophe shows the letter/s which have been omitted e.g. can't – cannot	can't, didn't, hasn't, couldn't, it's, I'll, haven't, won't, shouldn't, shan't, could've, would've, you'll, he'll, she'll, they'll, we'll  <table border="1"> <tr> <td>does not</td> <td>I have</td> <td>she is/has</td> </tr> <tr> <td>can not</td> <td>I had</td> <td>it is/has</td> </tr> <tr> <td>will not</td> <td>I would</td> <td>he is/has</td> </tr> <tr> <td>do not</td> <td>I am</td> <td>there is/has</td> </tr> <tr> <td>is not</td> <td>I will</td> <td></td> </tr> </table> <i>'Don't stay up too late,' shouted Mum.</i> <i>'I didn't get any biscuits so you can't dunk them in your tea.'</i>	does not	I have	she is/has	can not	I had	it is/has	will not	I would	he is/has	do not	I am	there is/has	is not	I will	
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Rarer GPCs: words with the /eɪ/ sound spelt 'ei' ( <i>vein</i> ), 'eigh' ( <i>eight</i> ), 'aigh' ( <i>straight</i> ) or 'ey' ( <i>they</i> ) Pages 18/19		<i>rain, snake, brake, eight, sleigh, spade, tail, tray, shake, play, paint, grey, they, straight</i> <a href="https://www.spellzone.com/unit07/page2.cfm">https://www.spellzone.com/unit07/page2.cfm</a>  Dictate the following sentences and then check handwriting and spellings: <i>They went away for the day. The sale was on Monday.</i> <i>We weighed the eight carrots and cooked them.</i> <i>It is a grey day and Agent Snail is surveying the sleigh.</i>  <b>LONG VOWEL 'a':</b>															

														
Homophones – several lessons Pages 20/21, 35 and 47	Explain that a homophone is a word that sounds the same but is spelt differently and means something different. 'Homo' means 'same' and 'phone' means 'sound'.	<p>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, <i>brake/break, grate/great, eight/ate, weight/wait, son/sun, heel/heal, plane/plain, grown/groan, rain/rein/reign, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane/ rain/rein/reign, weather/whether, whose/who's</i></p> <p><i>It is nice to meet you. I hear that you are walking home. Do you like meat and vegetables? It is not fair that I can't have all the chocolate. If your laces get in a knot, you have to undo them carefully.</i></p> <table border="1" data-bbox="981 815 1491 1222"> <tr><td>The playground is over_____.</td></tr> <tr><td>It was_____dog that bit the postman.</td></tr> <tr><td>_____sleeping over at a friend's house tonight.</td></tr> <tr><td>The_____was shining brightly.</td></tr> <tr><td>My_____is in the army.</td></tr> <tr><td>I have_____sweets and four bags of crisps.</td></tr> <tr><td>I_____my pizza really quickly.</td></tr> <tr><td>Why won't you_____your coat?</td></tr> <tr><td>_____is your coat?</td></tr> <tr><td>The glass will_____if you throw the ball.</td></tr> <tr><td>The bike_____didn't work.</td></tr> </table>	The playground is over_____.	It was_____dog that bit the postman.	_____sleeping over at a friend's house tonight.	The_____was shining brightly.	My_____is in the army.	I have_____sweets and four bags of crisps.	I_____my pizza really quickly.	Why won't you_____your coat?	_____is your coat?	The glass will_____if you throw the ball.	The bike_____didn't work.	
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Prefixes 'mis-' and 're-' Page 22	<b>re-</b> means <b>again</b> or <b>back</b> <b>mis-</b> means <b>not</b> or the <b>negative</b>	misbehave, mislead, misspell, mistake, misplace, misuse, misread, mistrust, misunderstanding, mislaid  resend, redo, recreate, replay, reappear, redecorate, remake, review, reaction, refresh												

			Could you add mis or re to change the meaning of the sentences? <i>The boy behaved as he played his video. He heard what his teacher had said.</i>												
The /ɪ/ sound spelt 'y' Pages 23/24 and 42			gym, myth, pyramid, mystery, cygnet, Egypt, crypt, symbol, lyrics, system, synonym, gymnastics <a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3mktv4">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3mktv4</a>												
Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' Page 25	French in origin		Vague, plague, fatigue, league, colleague, tongue, monologue, dialogue, catalogue antique, plaque, unique, opaque, grotesque, mosque <a href="https://www.spellzone.com/word_lists/list-13410.htm">https://www.spellzone.com/word_lists/list-13410.htm</a>												
From Year 2: suffixes '-ness' and '-ful' following a consonant Page 28	'ness' – turns adjectives into nouns  'ful' means full of		'ness': happiness, loneliness, fairness, weakness, goodness, forgetfulness, carelessness, sickness, sadness 'ful': beautiful, careful, grateful, mouthful, joyful, helpful, awful, useful, wonderful, powerful, hopeful, painful, colourful, cheerful <a href="https://www.spellzone.com/word_lists/list-70218.htm">https://www.spellzone.com/word_lists/list-70218.htm</a>												
Prefixes 'sub-' and 'tele-' Pages 28/29	'Sub-' means 'underneath'. 'Tele-' means 'at a distance' or 'long distance'.		<a href="https://www.spellzone.com/word_lists/list-70226.htm">https://www.spellzone.com/word_lists/list-70226.htm</a> television, telephone, telescope, telegraph, teleport, telepathy subway, submerge, submarine, subordinate, subdivide, subheading												
Words with the /ʃ/ sound spelt 'ch' as well as 's', 'ss(ion/ure)' Pages 30/31	Mostly French in origin		<a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z8f3ghv">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z8f3ghv</a>  Dictate the following sentences for pupils to write in their journals: <i>The chef used sugar in the special cake. The brochure was for a shop in the town.</i>												
Suffixes '-less', '-ness', '-ful' and '-ly' Page 32  Revision of suffixes ('-ed', '-ing', '-s', '-es',	If a suffix starts with a consonant, it is usually simply added on.  <b>Exceptions:</b> 1) argument		sadness, careful, playful, hopeless, plainness, badly loudly, gladly, badly, cheerful, handful, dutiful, restless, endless, <i>tasteless</i> <table border="1" data-bbox="981 1281 1487 1422"> <thead> <tr> <th>core word</th> <th>less</th> <th>ful</th> <th>ly</th> </tr> </thead> <tbody> <tr> <td>care</td> <td>careless</td> <td>careful</td> <td>carelessly carefully</td> </tr> <tr> <td>thought</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	core word	less	ful	ly	care	careless	careful	carelessly carefully	thought			
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'-ness', '-ful', '-less' and '-ly') Page 39	2) Root words ending in <b>-y</b> , if the root has more than one syllable e.g. merriment, happiness, plentiful, penniless, happily	Dictate the following sentences and check spellings afterwards. <i>He hops and skips and smiles on his way to school.</i> <i>I am hoping that when Jo hopped she didn't hurt her knee. We are phoning the school and stopping the sharing of lollies.</i>												
Prefixes 'super-' and 'auto-' Page 33	Add most prefixes to the root without changing the spelling.  <b>super-</b> means <b>above</b> <b>auto-</b> means <b>self</b> or <b>own</b>	<a href="https://www.spellzone.com/word_lists/list-153415.htm">https://www.spellzone.com/word_lists/list-153415.htm</a>  <table border="1" data-bbox="981 336 1541 507"> <tr> <td>automatic</td> <td>autopilot</td> <td>autobiography</td> </tr> <tr> <td>autograph</td> <td>autonomy</td> <td>autofocus</td> </tr> <tr> <td>superman</td> <td>superior</td> <td>supernatural</td> </tr> <tr> <td>superstar</td> <td>superior</td> <td>superficial</td> </tr> </table>	automatic	autopilot	autobiography	autograph	autonomy	autofocus	superman	superior	supernatural	superstar	superior	superficial
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Words with the /k/ sound spelt 'ch' Page 36	Greek in origin	chaos, chemist, ache, anchor, Christmas, echo, choir, scheme, chorus, character, stomach, monarch, school												
Suffix '-ly' with root words ending in 'le' and 'ic' Pages 40/41	The suffix '-ly' starts with a consonant letter, so is added straight on to most root words.  <ul style="list-style-type: none"> <li>• If the root word ends in consonant letter 'y', the 'y' is changed to 'i', but only if the word is more than one syllable.</li> <li>• If the root words ends in 'le', the 'le' is changed to 'ly'.</li> <li>• If the root word ends with 'ic', then '-ally' is added rather than just '-ly' (exception: <i>publicly</i>).</li> </ul>	bravely, boldly, calmly, exactly, deadly, gladly, deeply, clearly, quickly, quietly, hourly, regularly, cautiously, completely, finally  happily, angrily  gently, simply, humbly, nobly, possibly, incredibly, terribly, durably, wrinkly, responsibly  basically, frantically, dramatically, emotionally, specifically, traditionally, automatically, accidentally, nationally, historically												
From Years 1 and 2: vowel digraphs Page 44	ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au air, ear, are	Geraldine the Giraffe – Youtube <a href="https://www.youtube.com/watch?v=LnXaN-CvR9s">https://www.youtube.com/watch?v=LnXaN-CvR9s</a>												
The /ʌ/ sound spelt 'ou' Pages 45/46		young, double, trouble, touch, country, rough, courage, encourage, flourish  <a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyq7v9q">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyq7v9q</a>												

			<p>Dictate the following sentences for pupils to write:  <i>You will be in trouble if you touch the young plant. The countryside is rough to walk on.</i></p> <p><i>What's gone wrong with the spelling? tuch, truble, yung, cusin, flurish, encourage</i></p>			
	<p>Statutory Year 3 words to learn – in no particular order or deliberate splitting up of columns, done purely to save space.</p>		<p>Send home a few each week as part of spelling homework</p>			
			<ul style="list-style-type: none"> <li>• Actual</li> <li>• Busy</li> <li>• Circle</li> <li>• Difficult</li> <li>• Earth</li> <li>• Famous</li> <li>• History</li> <li>• Perhaps</li> <li>• Strange</li> <li>• Woman</li> <li>• Appear</li> <li>• Arrive</li> <li>• Group</li> <li>• Heart</li> <li>• Often</li> <li>• Promise</li> <li>• Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Women</li> <li>• Important</li> <li>• Learn</li> <li>• Actually</li> <li>• Breath</li> <li>• Century</li> <li>• Decide</li> <li>• Different</li> <li>• February</li> <li>• Mention</li> <li>• Popular</li> <li>• Possible</li> <li>• Regular</li> <li>• Complete</li> </ul>	<ul style="list-style-type: none"> <li>• Early</li> <li>• Forward(s)</li> <li>• Grammar</li> <li>• Heard</li> <li>• Ordinary</li> <li>• Probably</li> <li>• Regular</li> <li>• Suppose</li> <li>• Though</li> <li>• Breathe</li> </ul>	<ul style="list-style-type: none"> <li>• Build</li> <li>• Calendar</li> <li>• Extreme</li> <li>• Fruit</li> <li>• Length</li> <li>• Notice</li> <li>• Opposite</li> <li>• Thought</li> <li>• Pressure</li> <li>• Remember</li> <li>• Special</li> <li>• Through</li> </ul>

<b>Year 4</b>	Revise spellings from previous years. Assess children against the POS for Years 3&4 in order to ascertain starting points.		Single Worded Spelling Test
	Words with the letter string 'sure' Pages 16/17	Always spelt <b>-sure</b>	measure, pleasure, treasure, closure, enclosure, composure, leisure  <a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2p">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2p</a>
	Possessive apostrophe for singular proper nouns Page 18	When the owner is <b>singular</b> , the apostrophe is placed <b>before</b> the s.	Megan's, Ravi's, the girl's, the child's, the man's, Joe's pencil case
	Homophones – several lessons Pages 19, 31/32, 45	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, peace/piece, mane/main, fare/fair, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane/ rain/rein/reign, weather/whether, whose/who's, scene/seen, ball/bawl, accept/except, affect/effect, medal/meddle, team/teem, weather/whether  <b>It was a great day for a game of footbawl. The whether was fine and the game had already started when Joe arrived. 'Whose in goal?' Joe asked his neighbour just as the centre forward mist the goal. At the end of the game the meddles were awarded to the winning teem. 'It's not fair!' the losing teem cried as they went home with nothing.</b>
	Prefixes in, il, im, ir Pages 21/22	<b>in-</b> means both ' <b>not</b> ' and ' <b>in/into</b> '. Before a root starting with <b>l</b> , <b>in-</b> becomes <b>il</b> .  Before a root starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b>  Before a root starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> <b>re-</b> means <b>again</b> or <b>back</b>	incorrect, inactive illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible  Write up the prefixes 'in-', 'il-', 'im-' and 'ir-' on the board and explain that these prefixes all mean 'not'.
	Long vowel 'a' spelt ei, eigh, ey Page 23		vein, weigh, weight, eight, neighbour, they, obey, prey, convey
	ch sounding sh	Words of French origin	chef, parachute, machine, chalet, champagne

	Page 23		<a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z8f3ghv">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z8f3ghv</a>																
	Short vowel 'u' sound spelt ou, oo, oe Page 23		touch, young, double, country, blood, flood, trouble, does, enough, rough, nourish, cousin, couple																
	Suffixes ing, er, en, ed Pages 24/25	<p>Double the last consonant letter of the root word, to keep the vowel short.</p> <p><b>Exception:</b> the letter <b>x</b> is never doubled: <i>mixing, boxer, sixes</i></p> <p>If the last syllable is stressed and ends with one consonant (which has one preceding vowel) the final consonant is doubled e.g. <b>forgetting, permitted, committed, forbidden, propelled, equipped, preferred:</b> however, the consonant is not doubled if the syllable is unstressed, e.g. <b>gardener, developing, listening</b></p>	<p>(Revise: beginning, forgetting)</p> <p>patting, humming, dropped, sadder, fattest, runny</p> <table border="1" data-bbox="996 367 1176 694"> <tr><td>corner</td><td></td></tr> <tr><td>fasten</td><td></td></tr> <tr><td>awake</td><td>ing</td></tr> <tr><td>forget</td><td>er</td></tr> <tr><td>begin</td><td>en</td></tr> <tr><td>garden</td><td>ed</td></tr> <tr><td>prefer</td><td></td></tr> <tr><td>limit</td><td></td></tr> </table>	corner		fasten		awake	ing	forget	er	begin	en	garden	ed	prefer		limit	
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	'g' spelt gu Page 28		<table border="1" data-bbox="985 917 1467 986"> <tr><td>guide</td><td>guitar</td><td>guard</td><td>guidebook</td></tr> <tr><td>guest</td><td>guardian</td><td>guarantee</td><td>guess</td></tr> </table> <p>rogue, guilt, guilty, catalogue</p>	guide	guitar	guard	guidebook	guest	guardian	guarantee	guess								
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	'ture' Page 29	Can be confused with words like <b>teacher</b> or <b>richer</b> .	<p><a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2p">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2p</a></p> <p>capture, mixture, picture, creature, furniture, nature, adventure, moisture, feature, vulture, fracture, future, sculpture</p> <p>Dictate the following sentences for the pupils to write in their spelling journals:</p> <p><i>The future adventure is a mixture of wonderment and torture. In nature, vultures often venture long distances for food.</i></p> <p><i>The temperature of the cinema was very warm when I watched the feature film.</i></p>																

<p>Possessive apostrophe for plurals Pages 30/31</p> <p>Possessive apostrophe for irregular plural words</p> <p>Revision of apostrophes Pages 44/45</p>	<p>Place the apostrophe <b>after</b> the plural form of the word, e.g. <b>babies'</b></p> <p><b>New:</b> some owners are considered as a collective group, as if they were a single body. In this case, the apostrophe goes <b>before the s</b>, as with singular owners, e.g. <b>children's</b>. Singular proper nouns ending in an <b>s</b> use the '<b>s</b> suffix, e.g. Cyprus's</p>	<p>girls', boys', babies', donkeys'</p> <p><i>The cow's field. The cows' field.</i> <i>The teacher's book. The teachers' book.</i> <i>The boy's football. The boys' football.</i></p> <p><b>Exceptions:</b> children's, men's, women's, firemen's, policemen's, mice's</p> <p>Cyprus's, Chris's, James's (<i>Can also be written Chris' or James' – not in POS</i>)</p> <p>Quiz in No Nonsense resources (4.22)</p>																																				
<p>Prefixes 'inter' and 'anti' Page 35</p> <p>Revision of prefixes: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Pages 48/49</p>	<p>Add most prefixes to the root without changing the spelling.</p>	<table border="1" data-bbox="981 719 1615 858"> <tr> <td>international</td> <td>intergalactic</td> <td>intertwine</td> <td>interrupt</td> </tr> <tr> <td>intercept</td> <td>interpersonal</td> <td>intervene</td> <td>interject</td> </tr> <tr> <td>antibiotic</td> <td>antidote</td> <td>antihistamine</td> <td>antihero</td> </tr> </table>	international	intergalactic	intertwine	interrupt	intercept	interpersonal	intervene	interject	antibiotic	antidote	antihistamine	antihero																								
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<p>Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' Pages 36 – 38 and 43</p>	<p>Clues about whether to put <b>t</b>, <b>s</b> or <b>ss</b> before the suffix <b>-ion</b> often come from the last letter/s of the root word.</p> <p><b>-tion</b> is the most common.</p> <ul style="list-style-type: none"> <li>• '-cian': common in occupations</li> <li>• '-sion': where the base word ends in 'd'/'de' or 's'/'se' (Exceptions: <i>attend/attention, intend/intention</i>)</li> <li>• '-ation': long 'a' is always followed by -tion</li> </ul>	<table border="1" data-bbox="981 1010 1440 1225"> <thead> <tr> <th>-cian</th> <th>-sion</th> <th>-ssion</th> <th>-tion</th> </tr> </thead> <tbody> <tr> <td>physician</td> <td>extension</td> <td>profession</td> <td>fiction</td> </tr> <tr> <td>optician</td> <td>collision</td> <td>session</td> <td>fraction</td> </tr> <tr> <td>magician</td> <td>confusion</td> <td>percussion</td> <td>direction</td> </tr> <tr> <td>politician</td> <td>exclusion</td> <td>passion</td> <td>attention</td> </tr> <tr> <td>electrician</td> <td>transfusion</td> <td>mission</td> <td></td> </tr> <tr> <td></td> <td>infusion</td> <td>possession</td> <td></td> </tr> <tr> <td></td> <td>explosion</td> <td></td> <td></td> </tr> <tr> <td></td> <td>corrosion</td> <td></td> <td></td> </tr> </tbody> </table> <p>Dictate the following sentences for pupils to write.</p> <p><i>I read fiction books.</i> <i>I have a passion for fractions.</i> <i>The optician and electrician had a collision when driving in the same direction.</i></p>	-cian	-sion	-ssion	-tion	physician	extension	profession	fiction	optician	collision	session	fraction	magician	confusion	percussion	direction	politician	exclusion	passion	attention	electrician	transfusion	mission			infusion	possession			explosion				corrosion		
-cian	-sion	-ssion	-tion																																			
physician	extension	profession	fiction																																			
optician	collision	session	fraction																																			
magician	confusion	percussion	direction																																			
politician	exclusion	passion	attention																																			
electrician	transfusion	mission																																				
	infusion	possession																																				
	explosion																																					
	corrosion																																					

	<p>Strictly speaking, the suffixes are 'ion' and '-cian'.</p> <ul style="list-style-type: none"> <li>• '-cian' if the root word ends in 'c' or 'cs'</li> <li>• '-tion' if the root word ends in 't' or 'te'</li> <li>• '-ssion' if the root word ends in 'ss' or 'mit'</li> </ul>	<p>Recap 'sion'</p> <table border="1" data-bbox="981 97 1637 244"> <tr> <td>divide</td> <td>collide</td> <td>explode</td> <td>corrode</td> </tr> <tr> <td>conclude</td> <td>extend</td> <td>comprehend</td> <td>evade</td> </tr> <tr> <td>intrude</td> <td>conclude</td> <td></td> <td></td> </tr> </table>	divide	collide	explode	corrode	conclude	extend	comprehend	evade	intrude	conclude		
divide	collide	explode	corrode											
conclude	extend	comprehend	evade											
intrude	conclude													
's' spelt 'sc'	Latin in origin	<table border="1" data-bbox="981 395 1583 494"> <tr> <td>science</td> <td>abscess</td> <td>ascend</td> <td>descend</td> </tr> <tr> <td>scene</td> <td>scissors</td> <td>scented</td> <td>crescent</td> </tr> </table> <p>scent, muscle, scenery, fascinate, discipline</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zt932nb">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zt932nb</a></p> <p><a href="https://www.spellzone.com/word_lists/list-13480.htm">https://www.spellzone.com/word_lists/list-13480.htm</a></p>	science	abscess	ascend	descend	scene	scissors	scented	crescent				
science	abscess	ascend	descend											
scene	scissors	scented	crescent											
'ous' suffix	<p>Explain that the letters 'ous' are a suffix, meaning 'full of'. Usually, adding 'ous' changes a noun into an adjective, as in <i>danger</i> to <i>dangerous</i> and there are conventions for the spellings:</p> <ul style="list-style-type: none"> <li>• Words ending in 'y': delete the 'y' and add 'ious' (<i>glory/glorious</i>)</li> <li>• Words ending in 'ge': do not drop the 'e' (<i>courage/courageous</i>)</li> <li>• Words ending in 'ce': drop the 'e' and add 'ious' (<i>space/spacious</i>)</li> <li>• Words ending in 'our': change to 'or' and add 'ous' (<i>humour/humorous</i>)</li> </ul> <p>Sometimes the root word is obvious, e.g. <b>poisonous</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various, spacious</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious, furious, envious</p> <p>hideous, spontaneous, courteous</p>												

		<p>Sometimes there is no obvious root word e.g. <b>tremendous</b>.</p> <p>If there is a short <b>i</b> sound before the suffix <b>-ous</b>, it is usually spelt with an <b>i</b>, but a few words have <b>e</b>.</p>	
	<p>Suffix 'ly' words ending y, le and ic</p>	<p><b>-ly</b> is added to an adjective to make an adverb As <b>-ly</b> starts with a consonant, usually simply add to the root word.</p> <p><b>Exceptions:</b> If the root ends in <b>-y</b> (with a consonant letter before it) change the <b>y</b> to <b>i</b>. If the root ends with <b>-le</b>, change it to <b>-ly</b>.</p> <p>Revise: the suffix <b>-ly</b> begins with a consonant, so usually it is added straight onto a root word. New: 3<sup>rd</sup> exception - If the root ends with <b>-ic</b>, then add <b>-ally</b> rather than just <b>-ly</b>, (<i>except in the word publicly.</i>)</p>	<p>bravely, boldly, calmly, exactly, deadly, gladly, deeply, clearly, quickly, quietly, hourly, regularly, cautiously, completely, finally</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly, possibly, incredibly, terribly, durably, wrinkly, responsibly</p> <p>basically, frantically, dramatically, emotionally, specifically, traditionally, automatically, accidentally, nationally, historically</p>

	Statutory Year 4 words to learn - in no particular order or deliberate splitting up of columns, done purely to save space.		Send home a few each week as part of spelling homework			
			<ul style="list-style-type: none"> <li>• Answer</li> <li>• Believe</li> <li>• Certain</li> <li>• Continue</li> <li>• Experiment</li> <li>• Imagine</li> <li>• Natural</li> <li>• Position</li> <li>• Recent</li> <li>• Surprise</li> <li>• Accident(ally)</li> <li>• Caught</li> <li>• Consider</li> <li>• Describe</li> <li>• Enough</li> </ul>	<ul style="list-style-type: none"> <li>• Peculiar</li> <li>• Separate</li> <li>• Address</li> <li>• Centre</li> <li>• Disappear</li> <li>• Exercise</li> <li>• Favourite</li> <li>• Increase</li> <li>• Island</li> <li>• Minute</li> <li>• Possess</li> <li>• Strength</li> <li>• Bicycle</li> <li>• Eight</li> <li>• Guard</li> </ul>	<ul style="list-style-type: none"> <li>• Occasion</li> <li>• Purpose</li> <li>• Quarter</li> <li>• Question</li> <li>• Straight</li> <li>• Although</li> <li>• Business</li> <li>• Eighth</li> <li>• Experience</li> <li>• Height</li> <li>• Knowledge</li> <li>• Medicine</li> <li>• Guide</li> <li>• Interest</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Naughty</li> <li>• Occasionally</li> <li>• Particular</li> <li>• Possession</li> <li>• Potatoes</li> <li>• Reign</li> <li>• Therefore</li> <li>• Various</li> <li>• Weight</li> <li>• Material</li> </ul>