



## Spelling: what will you learn in years 3 and 4?

### You will learn:

- how to use a dictionary to check their spelling
- to spell many homophones correctly
- spelling more words with prefixes including words beginning dis-, mis-, in-, re-, im-, sub-, inter-, super-, anti-, auto-
- spelling more words with suffixes and other endings, including words ending -ation, -ly, -sure, -ture, -sion, -ion, -ous, -tion,
- words with unusual spelling such as ch for /k/, gue for /g/ and que for /k/, sc for /s/ and ei, eigh, and ey for /ay/
- using the possessive apostrophe with regular and irregular plurals, for example, the children's lunch, the girls' shoes
- spelling word list for Year 3 and Year 4

### Year 3 and 4 homophones list:

accept/except	here/hear	peace/piece
affect/effect	heel/heal/he'll	plain/plane
ball/bawl	knot/not	rain/rein/reign
berry/bury	mail/male	scene/seen
brake/break	main/mane	weather/whether
fair/fare	meat/meet	whose/who's
grate/great,	medal/meddle	
groan/grown,	missed/mist	



## Year 3 and 4 Spelling word list: 100 words challenge

How many can you spell by the end of year 4?

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



## Top Tips for practising spellings at home

### Look and cover and say and write and check (LACASAWAC)

- Study a word
- Say it aloud a few times
- Cover it up with a piece of paper or your hand
- Write the spelling next to the original word
- Check your version to see if you got it right
- Repeat!

### Words within words

Finding smaller words within the word you are learning can help you to remember them. Highlight the words within the word you are learning to spell. If you can make up a sentence to help you remember it. Say it out loud, then practise writing it.

Examples: **P**iece (piece of pie), se**pa**rate (there is a rat in separate), be**lie**ve (believe a lie), **yo**ung (you are young).

### Acrostics

Acrostics are a fun way to remember some spellings or tricky words. Use each letter as the first letter of a word in a sentence.

Examples: because - **B**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants  
future - **F**reshen **u**p **t**he **u**niverse: **r**ecycle **e**verything  
\_ould – **o** (*oh*) **u** (*you*) lucky **d**uck  
\_ight – I've **g**ot **h**airy **t**oes



### Silly sentences

Make up a silly sentence using as many of the words on your spelling list as possible. For example, 'They young boy couldn't believe that the piece of pie was in separate box'. Wrote the sentence and check the spelling of the words on your list.

### Say it as it sounds

When learning spellings, particularly when learning tricky words, it can be helpful to pronounce parts of a word that are not usually said, or emphasise unusual parts as you practise spelling them.

Examples: what – say 'w-hat'                      knife – say 'k-nife'  
                    Wednesday – say 'Wed-nes-day'              chocolate – say 'choc-o-late'.

### How many in a minute?

Choose 1 to 5 words on your list. Practise the words first so that you are sure you are spelling them right.

Start the clock and write the word or short list of words over and over again until the minute is up. How many correctly-spelt words did you write?

Repeat and try to beat your score.

