Spelling – work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Year 3 – Term 2A – Week 4
The / / ɪ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	Year 3 – Term 2B – Week 5
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country	Year 3 – Term 2A – Week 6
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell) **in–**: inactive, incorrect	Year 3 – Term 2A – Week 1 Year 4 – Term 1A – Week 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
	Before a root word starting with **l**, **in–** becomes **il**.	illegal, illegible	Year 4 – Term 1A – Week 3

	Before a root word starting with **m** or **p**, **in–** becomes **im–**.	immature, immortal, impossible, impatient, imperfect	Year 4 – Term 1A – Week 2
	Before a root word starting with **r**, **in–** becomes **ir–**.	irregular, irrelevant, irresponsible	Year 4 – Term 1A – Week 3
	re– means ‘again’ or ‘back’.	**re–**: redo, refresh, return, reappear, redecorate	Year 3 – Term 2A – Week 3
	sub– means ‘under’.	**sub–**: subdivide, subheading, submarine, submerge	Year 4 – Term 1A – Week 4
	inter– means ‘between’ or ‘among’.	**inter–**: interact, intercity, international, interrelated (inter + related)	Year 4 – Term 1A – Week 5
	super– means ‘above’.	**super–**: supermarket, superman, superstar	Year 4 – Term 1A – Week 4
	anti– means ‘against’.	**anti–**: antiseptic, anticlockwise, antisocial	Year 4 – Term 1A – Week 6
	auto– means ‘self’ or ‘own’.	**auto–**: autobiography, autograph	Year 4 – Term 1A – Week 6
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	Year 4 – Term 1B – Week 4
The suffix –ly	The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)	Year 3 – Term 1B – Week 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme

	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**.) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*.) The words *truly*, *duly*, *wholly.*	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	Year 3 – Term 1B – Week 2 Year 3 – Term 1B – Week 3 Year 3 – Term 1B – Week 4
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like */ʒə/* is always spelt –**sure**. The ending sounding like */tʃə/* is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.*	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	Year 4 – Term 2A – Week 1
Endings which sound like /ʒən/	If the ending sounds like */ʒən/*, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television	Year 4 – Term 2A – Week 3
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. **–our** is changed to **–or** before **–ous** is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	Year 4 – Term 2B – Week 1 Year 4 – Term 2B – Week 2 Year 4 – Term 2B – Week 3 Year 4 – Term 2B – Week 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are **– ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word. **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**. **–ssion** is used if the root word ends in **ss** or –**mit**. **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.* **–cian** is used if the root word ends in **c** or **cs**.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician	Year 4 – Term 2A – Week 4 Year 4 – Term 2A – Week 6
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	Year 3 – Term 2B – Week 1
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure	Year 3 – Term 2B – Week 2
Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique	Year 3 – Term 2B – Week 3
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent	Year 3 – Term 2B – Week 4
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	Year 3 – Term 1A – Week 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children's*).	girls', boys', babies', children's, men's, mice's (**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)	Year 4 – Term 3A – Week 1
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Year 3 – Term 1A – Weeks 3 & 4

Word list – work for years 3 and 4

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
experiment
extreme famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn length
library material
medicine
mention minute
natural naughty
notice
occasion(ally)
often opposite
ordinary
particular
peculiar
perhaps popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent regular
reign
remember
sentence
separate special
straight strange
strength suppose
surprise therefore
though/although
thought
through
various
weight
woman/women

Emile Scheme

Year 3 – Term 1A – Weeks 5 & 6

Year 3 – Term 2A – Week 5

Year 3 – Term 3A – Weeks 1, 5 & 6

Year 3 – Term 3B – Week 6

Year 4 – Term 1B – Weeks 5 & 6

Year 4 – Term 3A – Weeks 2, 3 & 4

Please note that the word lists words are listed in RED in the Emile Scheme of Work

Spelling – work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.* **Exception**: *anxious*.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Year 5 – Term 1A – Weeks 1 & 2
Endings which sound like /ʃəl/	**–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions. **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*).	official, special, artificial, partial, confidential, essential	Year 5 – Term 2B – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; –**ation** endings are often a clue. Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	Year 5 – Term 1B – Weeks 1 & 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme

Words ending in –able and –ible Words ending in –ably and –ibly	The **–able/–ably** endings are far more common than the **–ible/–ibly** endings. As with **–ant** and **–ance/–ancy**, the **– able** ending is used if there is a related word ending in **–ation**.	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)	Year 5 – Term 1B – Weeks 3, 4 & 5
	If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*) before the **a** of the **–able** ending.	changeable, noticeable, forcible, legible	
	The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.	dependable, comfortable, understandable, reasonable, enjoyable, reliable	
	The **–ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).	possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	
Adding suffixes beginning with vowel letters to words ending in –fer	The **r** is doubled if the **–fer** is still stressed when the ending is added. The **r** is not doubled if the **–fer** is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	Year 5 – Term 2B – Week 1
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	Year 5 – Term 2A – Week 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Words with the /i:/ sound spelt ei after c	The '**i** before **e** except after **c**' rule applies to words where the sound spelt by **ei** is /i:/. **Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling	Year 5 – Term 2A – Week 1
Words containing the letter-string ough	**ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	Year 5 – Term 3A – Week 1
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch.*	doubt, island, lamb, solemn, thistle, knight	Year 5 – Term 1A – Week 7

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on	Year 5 – Term 3B – Weeks 5, 6 & 7

Word list – work for years 5 and 6

Emile Scheme The Word list is covered throughout Year 5 content. It is mainly concentrated in:

- Term 1A – Weeks 3, 4, 5 & 6
- Term 2A – Weeks 1, 3, 5 & 6
- Term 2B – Weeks 4 & 5
- Term 3A – Weeks 2, 4, 5 & 6
- Term 3B – Weeks 2, 3 & 4

The words are listed in green in the planning

accommodate accompany according achieve aggressive amateur ancient apparent
appreciate attached available average awkward bargain bruise category cemetery
committee communicate community competition conscience* conscious* controversy
convenience correspond
criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous
embarrass persuade environment physical
equip (–ped, –ment) prejudice
especially privilege exaggerate profession excellent programme existence
pronunciation explanation queue