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| 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 |
| Words with the /ei/ sound spelt ei, eigh, or ey | | vein, weigh, eight, neighbour, they, obey |
| 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 -s is added if the plural does not end in -s (ie is an irregular plural – eg <i>children's</i>). | girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix eg Cyprus's population) |
| Homophones or 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 |

Word list for Years 3 and 4

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

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learned in this way, longer words can be spelled correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

Examples:

business: once busy is learned, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelled as **busy + ness**, with the y of **busy** changed to **i** according to the rule.

disappear: the root word **appear** contains sounds which can be spelled in more than one way so it needs to be learned, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling.

Examples:

bicycle is *cycle* (from the Greek for wheel) with **bi-** (meaning *two*) before it. *medicine* is related to *medical* so the /s/ sound is spelt as **c**.

opposite is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.