

Correlating the National Curriculum Years 3 and 4 requirements for spelling with work covered in Schofield & Sims Spelling

Years 3 and 4 National Curriculum requirement	Schofield & Sims Spelling reference	Notes from the non-statutory rules and guidelines
Revision of work from Years 1 and 2 Applying rules and guidelines – pay special attention to the rules for adding suffixes.	Spelling 3 pages 10 (ed), 11 (ed, ing); page 13 (s, es); page 22 (y); page 23 (er, est); page 25 (ful, less, able, ment, ness) Spelling 4 pages 10, 11 (s, es); page 22 (ed, ing); pages 23–25 (further suffixes)	<i>Programme of study: use further prefixes and suffixes and understand how to add them.</i>
Division of words into syllables	Spelling 3 page 8 Spelling 4 page 34	<i>Words of more than one syllable often have an unstressed syllable in which the vowel is unclear, so the spelling of this vowel may need to be learnt.</i>
Alternative spellings of phonemes	Spelling 3 pages 18, 19, 20	<i>Learning new ways of spelling phonemes for which more than one spelling is already known.</i>
Contractions	Spelling 3 pages 28, 29	
kn, wr, gn, mb	Spelling 3 page 30	
Adding suffixes beginning with vowel letters to words of more than one syllable	Spelling 4 pages 22–25	
The /ɪ/ sound spelt y elsewhere than at the end of words	Spelling 4 page 7	
The /ʌ/ sound spelt ou	for example, Spelling 3 page 4 (<i>double; trouble</i>); page 27 (<i>young</i>)	<i>These words should be learnt as needed.</i>
More prefixes	Spelling 2 pages 28, 29 (un, dis) Spelling 3 page 34 (re, de, pre, mis); page 35 (anti, sub) Spelling 4 page 18 (a, al, ad); page 19 (for example, dis, re, im, in); page 37 (for example, super, inter)	
The suffix ation	Spelling 4 page 28	
The suffix ly	Spelling 3 page 24 Spelling 4 page 20	<i>Added straight on to most root words. If the root word ends with y, the y is changed to i. If the root word ends with le, the le is changed to ly.</i>
Words with endings sounding like /ʒə/ or /tʃə/	Spelling 3 page 36	<i>ture and sure endings</i>
Endings which sound like /ʒən/	Spelling 4 page 29	<i>sion endings</i>
The suffix ous	Spelling 4 page 30	<i>ous and ious</i>

continued overleaf

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Years 3 and 4 National Curriculum requirement	Schofield & Sims Spelling reference	Notes from the non-statutory rules and guidelines
Endings which sound like /ʃən/, spelt tion, sion, ssion, cian	Spelling 4 page 29 (tion, sion, ssion)	<i>tion</i> if the root word ends in <i>t</i> ; <i>ssion</i> if the root word ends in <i>ss</i> ; <i>sion</i> if root word ends in <i>d</i> or <i>se</i> .
Words with the /k/ sound spelt ch (Greek in origin)	Spelling 4 page 6	
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Spelling 4 page 6	
Words ending with the /g/ sound spelt gue and the /k/ sound spelt que (French in origin)	Spelling 4 page 12 (gue), page 13 (que)	
Words with the /s/ sound spelt sc (Latin in origin)	Spelling 3 page 30 and as tricky words, for example, Spelling 4 page 39 (<i>science</i>)	
Words with the /eɪ/ sound spelt ei, eigh or ey	Tricky words and spelling pattern, for example, Spelling 4 page 17 (eigh)	
Possessive apostrophe with plural words	Spelling 3 page 37 (singular) Spelling 4 page 32 (plurals)	
Homophones or near-homophones	Spelling 3 page 32 Spelling 4 pages 4, 5, 8	
<p>Word list for Years 3 and 4</p> <p>The words from the NC list for Years 3 and 4 are covered in Spelling 3 and Spelling 4 with approximately 50 words in each book.</p> <p>For further reinforcement of these words, you will find 'Spelling log word lists' available to download from the Schofield & Sims website.</p>	<p>See tricky and topic word lists. Spelling 3 pages 9, 15, 21, 27, 33, 39 Spelling 4 pages 9, 15, 21, 27, 33, 39</p> <p>Note: some listed words have been grouped according to</p> <ul style="list-style-type: none"> a) spelling patterns, for example, Spelling 3 page 17 (<i>extreme, exercise, experiment</i>); page 19 (<i>heard, surprise, purpose, earth, learn</i>) b) guidelines, for example, soft c, Spelling 3 page 31 (<i>circle, centre, decide, certain, century</i>) c) common problems, for example, unstressed vowels, Spelling 4 page 34 (<i>separate, regular, difficult, interest, calendar</i>) d) rules and guidelines for adding prefixes, for example, <i>disappear</i> (Spelling 4 page 35); <i>natural</i> (Spelling 4 page 23) <i>famous</i> (page 30) e) relationships between words, for example, <i>medicine</i> (Spelling 4 page 36) 	<p><i>Many root words simply need to be learnt.</i></p> <p><i>Once the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly.</i></p> <p><i>Understanding relationships between words can also help with spelling.</i></p>