

Spellings Guidance

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted **pink** are from the Y3/Y4 statutory spelling list.






The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the U.K. National Curriculum 2014. Each set of spellings contains 10 (or less) words linked to the objective.

The **blue** sounds highlighted are the ones being practised for that week.

The **green** letters bring attention to a previously learnt or tricky spelling pattern.

Spellings to be tested: w/c 7th September






Rule/phonic: Alternative spellings 'eigh'
and 'ei'

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try
eight			
eighth			
eighty			
weight			
neighbour			
vein			
veil			
beige			

Spellings to be tested: w/c 14th September

Rule/phonic: Alternative spelling:
'ey'

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try
hey			
they			
obey			
grey			
prey			
survey			
convey			
disobey			

Spellings to be tested: w/c 21st September

Rule/phonic: 'ai' sound



	1 st try	2 nd try	3 rd try
straight			
faint			
contain			
brain			
waist			
claim			
praise			
afraid			

Spellings to be tested: w/c 28th September

Rule/phonic: 'ur' spelt 'ear'



	1 st try	2 nd try	3 rd try
earth			
early			
learn			
heard			
earn			
pearl			
search			
unearth			

Spellings to be tested: w/c 5th October

Rule/phonic: Homophones

look



say



cover



write



check



	1 st try	2 nd try	3 rd try
here			
hear			
heel			
heal			
main			
mane			
mail			
male			
knot			
not			

Spellings to be tested: w/c 12th October






Rule/phonic: Homophones



	1 st try	2 nd try	3 rd try
berry			
bury			
brake			
break			
meet			
meat			
ball			
bawl			
fair			
fare			

Spellings to be tested: w/c 19th October

Rule/phonic: Review the last 6 weeks' spellings

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try

OCTOBER BREAK

Spellings to be tested: w/c 2nd November

Rule/phonic: Creating adverbs using the suffix -ly (no change to root word)

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try
kindly			
quickly			
safely			
rudely			
sweetly			
strongly			
bravely			
secretly			
finally			
usually			

Spellings to be tested: w/c 9th November

Rule/phonic: Creating adverbs

using the suffix -ly (root word ends in 'y' with more than one syllable)

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try
happily			
angrily			
lazily			
easily			
busily			
greedily			
messily			
wearily			
cheekily			
clumsily			

Spellings to be tested: w/c 16th November

Rule/phonic: **Creating adverbs using the suffix -ly (root word ends in 'le')**

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try
gently			
simply			
humbly			
humbly			
possibly			
terribly			
humbly			
comfortably			
incredibly			
probably			

Spellings to be tested: w/c 23rd November

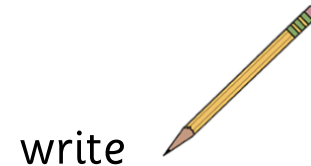
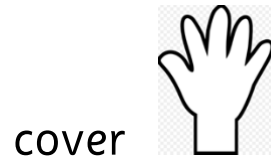
Rule/phonic: **Creating adverbs**
using the suffix **-ly** (root word ends in 'ic' or 'al')

look  say  cover  write  check 

	1 st try	2 nd try	3 rd try
basic ally			
frantically			
dramatically			
magically			
tragically			
comically			
actually			
accidentally			
occasionally			
eventually			

Spellings to be tested: w/c 30th November

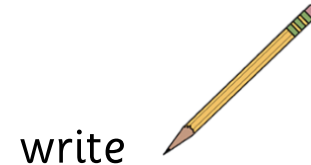
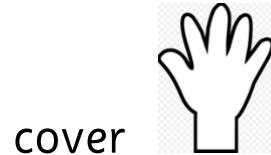
Rule/phonic: **Creating adverbs using the suffix -ly (exceptions to the rules)**



	1 st try	2 nd try	3 rd try
truly			
duly			
shyly			
fully			
slyly			
daily			
dryly			

Spellings to be tested: w/c 7th December

Rule/phonic: Statutory Spelling Challenge Words



	1 st try	2 nd try	3 rd try
believe			
appear			
often			
group			
breath			
continue			
arrive			
women			
describe			
height			

