**Year 3 and 4 Word List organised from the 2014 National Curriculum Appendix 1**

Some words will appear more than once, as they belong to more than one family or spelling pattern. Words in bold are included in the statutory NC list. Others may be taught alongside these.

|  |  |  |  |
| --- | --- | --- | --- |
| **ough** | neighbour | **-ly** | **cir/cle** |
| **although** | **-al** | **accidentally** | **con/si/der** |
| **though** | **actual** | **actually** | **con/tin/ue** |
| **thought** | **material** | **early** | **di/ffer/ent** |
| **through** | **special** | **occasionally** | **di/ffi/cult** |
| cough | cordial | **probably** | **dis/a/ppear** |
| rough | social | angrily | **ex/er/cise** |
| bought | **-ous** | basically | **ex/per/i/ence** |
| brought | **famous** | completely | **ex/per/i/ment** |
| **er** | **various** | dramatically | **fa/vour/ite** |
| **answer** | courageous | frantically | **Fe/bru/a/ry** |
| **certain** | courteous | gently | **for/ward** |
| **consider** | curious | happily | **gra/mmar** |
| **quarter** | enormous | humbly | **his/tor/y** |
| **remember** | hideous | nobly | **im/a/gine** |
| deliver | glamorous | usually | **im/por/tant** |
| offer | hideous | **-ary** | **in/ter/est** |
| jumper | tremendous | **February** | **li/bra/ry** |
| slumber | vigorous | **library** | **ma/ter/i/al** |
| **ear** | **-sion** | **ordinary** | **me/di/cine** |
| **early** | **occasion** | dictionary | **min/ute** |
| **earth** | confusion | January | **na/tur/al** |
| **heard** | collision | **‘silent’ letters** | **o/cca/sion** |
| **learn** | decision | **answer** | **o/ppo/site** |
| pearl | division | **island** | **or/di/na/ry** |
| **ir** | invasion | **guard** | **par/ti/cu/lar** |
| **circle** | television | **guide** | **pe/cu/li/ar** |
| firm | **-tion** | knowledge | **per/haps** |
| Sir | **mention** | reign | **po/pu/lar** |
| twirl | **position** | gnaw | **po/si/tion** |
| whirl | **question** | gnarled | **po/sse/ssion** |
| **-ar** | completion | knight | **po/ssi/ble** |
| **calendar** | hesitation | knot | **pre/ssure** |
| **grammar** | injection | wrap | **pro/bab/ly** |
| **particular** | invention | wrinkled | **pro/mise** |
| **peculiar** | **-ssion** | **syllables** | **pur/pose** |
| **popular** | **possession** | **ac/ci/dent** | **re/gu/lar** |
| **regular** | **admission** | **ac/tu/al** | **re/mem/ber** |
| **tetragraphs** | **confession** | **a/ddress** | **sen/tence** |
| **eight** | **discussion** | **a/ppear** | **se/pa/rate** |
| **eighth** | **expression** | **bi/cy/cle** | **var/i/ous** |
| **caught** | mission | **bu/si/ness** |  |
| **height** | passion | **ca/len/dar** |  |
| **naughty** | session | **cen/tu/ry** |  |
| **straight** |  | **cer/tain** |  |
| **Soft ‘c’** | considerable | **medicine** | **thought** |
| **bicycle** | **continue** | medication | thoughtfulness |
| **centre** | continuation | medicinal | **various** |
| **century** | continuance | **natural** | variety |
| **certain** | **decide** | naturally | **weight** |
| **circle** | decision | **naughty** | weightless |
| **decide** | decisive | naughtiness | **woman** |
| **exercise** | **disappear** | **notice** | womanly |
| **medicine** | disappearance | noticeable | **miscellaneous** |
| **notice** | **early** | **occasion** | **breath** |
| **recent** | earlier | occasionally | **breathe** |
| **sentence** | **earth** | **opposite** |  |
| **Double consonants** | earthly | opposition | **believe** |
| **accident** | **eight** | **particular** | relieve |
| **address** | **eighth** | particularly | relief |
| **appear** | eighty | **peculiar** |  |
| **arrive** | **experiment** | peculiarity | **length (long)** |
| **business** | experimental | **possess** | strength (strong) |
| **different** | **extreme** | **possession** |  |
| **difficult** | extremely | potato | **special** |
| **disappear** | **favourite** | **potatoes** | artificial |
| **grammar** | favouritism | **pressure** |  |
| **occasion** | **fruit** | pressurisation | **group** |
| **opposite** | fruity | **promise** | soup |
| **possess** | fruitiness | promising |  |
| **possible** | **grammar** | **purpose** | **e-e** |
| **pressure** | grammatical | purposeful | **complete** |
| **suppose** | **guard** | **quarter** | **extreme** |
| **Roots and Affixes** | guarding | quarterly | scheme |
| **accident** | hear | **question** | **Homographs** |
| accidental | **heard** | questionable | **minute/minute** |
| **appear** | hearing | **recent** | read/read |
| appeared | **heart** | recently | fly/fly |
| **disappear** | hearty | **regular** | lead/lead |
| disappearing | **history** | regularly |  |
| **busy** | historical | regularity |  |
| **business** | **imagine** | **remember** |  |
| **centre** | imagination | remembrance |  |
| central | **increase** | **separate** |  |
| **certain** | increasing | separation |  |
| certainty | **important** | separable |  |
| **circle** | importance | inseparable |  |
| circular | **interest** | **straight** |  |
| circling | interesting | straightening |  |
| **complete** | **knowledge** | **strange** |  |
| completion | knowledgeable | strangeness |  |
| **consider** | **learn** | **suppose** |  |
| considering | learned | supposition |  |
| consideration | **library** | **surprise** |  |
| considerate | librarian | surprising |  |

**Some words on the Year 3 and 4 Word List have unusual spellings which are not found in other words on the list, such as ‘believe’. It is better to teach these alongside other words which have a similar sound or spelling pattern, even though these words are not included in the list. If there is simply no other word like it, then it goes into the ‘Unique Spelling Chest’, which you can create in your classroom.**

**There are many different strategies to help children learn to spell words. Sometimes the morphology of the word will help. That is, breaking the word up into its constituent parts and looking carefully at the meaning of each part, e.g. the root, prefix or suffix. How does the addition of the affix change the meaning of the word?**

**In other words, simply pronouncing each separate syllable in an obvious and unnatural way, can help – even if that is not how the whole word should be pronounced, e.g. Wed/nes/day.**

**Mnemonics can help too, such as funny rhymes or sayings which help the child to remember the letters. The longer the words become, the less realistic this approach can be.**

**Children’s visual memory will be enhanced by the visual display of plenty of words around their environment too, especially those high frequency words which help children to become fluent, confident writers.**

**Sometimes analogy works well. Dissect words, like a scientist. See how they are made up. Count their phonemes, or syllables. Look for affixes. Segment and blend the word if you can.**

**Above all, encourage children to be fascinated with words, rather than fearful of them. Play Word Detectives to help children become more analytical about how words are put together. Also play plenty of word games, and make your spelling lessons as engaging and multi-sensory as possible.**