

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	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>	<p>Year 3 – Term 2A – Week 1</p> <p>Year 4 – Term 1A – Week 1</p>

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	Before a root word starting with l, in- becomes il .	illegal, illegible	Year 4 – Term 1A – Week 3

	<p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anticlockwise, antisocial</p> <p>auto-: autobiography, autograph</p>	<p>Year 4 – Term 1A – Week 2</p> <p>Year 4 – Term 1A – Week 3</p> <p>Year 3 – Term 2A – Week 3</p> <p>Year 4 – Term 1A – Week 4</p> <p>Year 4 – Term 1A – Week 5</p> <p>Year 4 – Term 1A – Week 4</p> <p>Year 4 – Term 1A – Week 6</p> <p>Year 4 – Term 1A – Week 6</p>
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	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	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
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	<p>Exceptions:</p> <p>(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.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	<p>Year 3 – Term 1B – Week 2</p> <p>Year 3 – Term 1B – Week 3</p> <p>Year 3 – Term 1B – Week 4</p>
<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>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. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>	<p>Year 4 – Term 2A – Week 1</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>	<p>Year 4 – Term 2A – Week 3</p>
<p>The suffix –ous</p>	<p>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.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>	<p>Year 4 – Term 2B – Week 1</p> <p>Year 4 – Term 2B – Week 2</p> <p>Year 4 – Term 2B – Week 3</p> <p>Year 4 – Term 2B – Week 4</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>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.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>	<p>Year 4 – Term 2A – Week 4</p> <p>Year 4 – Term 2A – Week 6</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>	<p>Year 3 – Term 2B – Week 1</p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>	<p>Year 3 – Term 2B – Week 2</p>
<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>		<p>league, tongue, antique, unique</p>	<p>Year 3 – Term 2B – Week 3</p>
<p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>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/.</p>	<p>science, scene, discipline, fascinate, crescent</p>	<p>Year 3 – Term 2B – Week 4</p>
<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>vein, weigh, eight, neighbour, they, obey</p>	<p>Year 3 – Term 1A – Week 1</p>

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 <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <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 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

				Emile Scheme	
accident(ally)	early	knowledge	purpose	Year 3 – Term 1A – Weeks 5 & 6	
actual(ly)	earth	learn length	quarter		
address answer	eight/eighth	library material	question		
appear arrive	enough exercise	medicine	recent regular		
believe bicycle	experience	mention minute	reign		
breath breathe	experiment	natural naughty	remember		
build	extreme famous	notice	sentence		
busy/business	favourite	occasion(ally)	separate special		Year 3 – Term 2A – Week 5
calendar	February	often opposite	straight strange		
caught centre	forward(s)	ordinary	strength suppose		Year 3 – Term 3A – Weeks 1, 5 & 6
century certain	fruit	particular	surprise therefore		
circle	grammar	peculiar	though/although	Year 3 – Term 3B – Week 6	
complete	group	perhaps popular	thought		
consider	guard	position	through	Year 4 – Term 1B – Weeks 5 & 6	
continue	guide	possess(ion)	various		
decide	heard	possible	weight	Year 4 – Term 3A – Weeks 2, 3 & 4	
describe	heart	potatoes	woman/women		
different	height	pressure			
difficult	history	probably			
disappear	imagine	promise			
	increase				
	important				
	interest				
	island				

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	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious	Year 5 – Term 1A – Weeks 1 & 2
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official, special, artificial, partial, confidential, essential	Year 5 – Term 2B – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>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.</p> <p>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.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>a</u>ntial) assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p>	Year 5 – Term 1B – Weeks 1 & 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>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 <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>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 <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>Year 5 – Term 1B – Weeks 3, 4 & 5</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>	<p>Year 5 – Term 2B – Week 1</p>
<p>Use of the hyphen</p>	<p>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.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>	<p>Year 5 – Term 2A – Week 4</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	Year 5 – Term 2A – Week 1
Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough</p> <p>though, although, dough through thorough, borough plough, bough</p>	Year 5 – Term 3A – Week 1
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	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
<p>Homophones and other words that are often confused</p>	<p>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.</p> <p>More examples:</p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted.</p> <p>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).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other.</p> <p>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).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb guess guest: visitor</p> <p>heard: past tense of the verb hear herd: a group of animals</p> <p>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)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>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)</p> <p>precede: go in front of or before proceed: go on</p>	<p>Year 5 – Term 3B – Weeks 5, 6 & 7</p>

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