

## Word list – years 3 and 4

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

### Notes and guidance (non-statutory)

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

Please note that the words in bold do not appear in the cross-curricular word lists