

SPAG Terminology— specific for your year group.

For the 'catch up curriculum' you may need to look at the year group before for those SPaG objectives.

Subject	The subject of the sentence is usually the person or thing carrying out an action. E.g. The man ate a cream cake - The man is the subject of the sentence.
Object	The object is usually involved in the action in some way. E.g. The man ate a cream cake The cream cake is the object of the sentence.
Fronted Adverbials	Starting some sentences with fronted adverbials, makes our writing more varied and interesting. A fronted adverbial must be followed by a comma. (Time, place, manner) Later, She returned home. In the garden, a tree blossomed. Quickly, the fox jumped the fence.
Paragraphs	Organizing our sentences into paragraphs to make our writing easier to read. <u>Rules:</u> Each paragraph starts on a new line. Start each paragraph with a topic sentence Start a new paragraph when introducing a new: time, place, topic, person.
Pronoun	We can use pronouns to make our writing clear and to avoid repetition e.g. Instead of...I found a pen so I took the pen to the teacher. We can write: I found a pen so I took it to the teacher



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Possessive Pronoun	A pronoun showing possession e.g. He read his paper. Other examples: mine/hers/ours/theirs.
Inverted Comma	Used to punctuate direct speech. "I'm the youngest," said Zachary, "so I should go first." When a new person begins speaking we start a new line.
Apostrophes	Children should know how to use apostrophes for possession. It's a little bit trickier for plural (more than one) possession. The cat belongs to the boys → the boys' cat. However, if we used the word children (which is plural)
Determiners	A word used to introduce a noun (they always become before a noun) e.g. a man, an apple or the car.
Clauses	Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own. I went to school. Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence. I went to school while my brother stayed at home. Or While my brother stayed at home, I went to school.



Spelling Rules Years 3 and 4

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
The / / I sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il- Before a root word starting with m or p, in- becomes im- Before a root word starting with r, in- becomes ir- re- means 'again' or 'back' sub- means 'under'	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate



Spelling Rules Years 3 and 4

More prefixes	inter— means 'between' or 'among' super— means 'above' anti— means 'against' auto— means 'self' or 'own'.	inter—: interact, intercity, international, interrelated (inter + relat-ed) super—: supermarket, superman, superstar anti—: antiseptic, anticlockwise, antisocial auto—: autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
Words with endings sounding like /ʒə/	The ending sounding like /ʒə/ is always spelt -sure. 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. teacher, catcher, richer, stretcher	measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure



Spelling Rules Years 3 and 4

Endings which sound like / ʒən/	If the ending sounds like /ʒən/, it is spelled as -sion.	division, invasion, confusion, decision, collision, television
The suffix -ous	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. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelled as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Words with the /k/ sound spelled ch (Greek)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelled ch (mostly French in)		chef, chalet, machine, brochure



Spelling Rules Years 3 and 4

Words ending with the /g/ sound spell -gue and the /k/ sound spell -que (French)		league, tongue, antique, unique
Words with the /s/ sound spell sc (Latin in origin)	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/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spell ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
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 is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).	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)



Spelling Rules Years 3 and 4

Homophones
and near-
homophones

accept/except, affect/effect, ball/bawl, berry/
bury, brake/break, pair/pare, 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,



New Curriculum Spelling List Years 3 and 4



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

