



Spelling Track Back Year 3/4

This document can be used to: track back learning to identify where any misconceptions or gaps in learning may be present, differentiate for pupils who need to accelerate to age-related expectations and support teachers in securing their subject knowledge. Tips and Non-statutory Guidance have been added where appropriate. There are many words, however, that may fit a pattern but are exceptions to the guidance; these words will need to be learnt. Some statements track back to both the alternative representations of a sound (graphemes) and the alternative pronunciations (phoneme) as misconceptions could be found in either of these areas.



Contents

3. Adding suffixes beginning with vowel letters to words of more than one syllable

4. The /ɪ/ sound spelt y elsewhere than at the end of words

5. The /ʌ/ sound spelt ou

6. More prefixes

7. The suffix –ation

8. The suffix –ly

9. Words with endings sounding like /ʒə/ (measure) or /tʃə/ (creature)

10. Endings which sound like /ʒən/ (television)

11. The suffix –ous

12. Endings which sound like /ʃən/, spelt –tion, –sion, –sion, –cian

13. Words with the /k/ sound spelt ch (echo)

14. Words with the /ʃ/ sound spelt ch (chef)

15. Words ending with the /g/ sound spelt –gue (league)

16. Words ending with the /k/ sound spelt –que (unique)

17. Words with the /s/ sound spelt sc (science)

18. Words with the /eɪ/ sound spelt ei, eigh, or ey

19. Possessive apostrophe with plural words

20. International Phonetic Alphabet

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Year group statutory requirements and content to be introduced

Year 3/4

Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, preferred, gardening, gardener, limiting, limited, limitation)

Year 2

Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, copier, copying, happiest, happier)

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest)

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, sadder, saddest)

Year 1

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter)

Adding -er and -est to adjectives where no change is needed to the root word (quicker, quickest)

/ə/ sound spelt -er unstressed schwa sound (better, under)

/ɜ:/ sound spelt -er/-ur/-ir (germ/burn/girl)

Letters and Sounds Phases (2-4)

Ph 3

/ŋ/ sound spelt -ng (ring)

/ɪŋ/ sounds clustered and spelt ing (quacking)

/ɜ:/ sound spelt -ur (burn)

/ə/ sound spelt -er unstressed schwa sound (farmer, better, under)

KEY


 Phases 2-4

 Year 1

 Year 2

 Year 3/4

 Tip

 Non-statutory Guidance

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Year group statutory requirements and content to be introduced

Tip

This statement has been tracked back to both the alternative pronunciations of the known grapheme y and the alternative spelling for the /i/ (spelt y) sound as misconceptions could be found in either of these areas.

Year 3/4

The /i/ sound spelt y elsewhere than at the end of words (pyramid)

Year 2

The /aɪ/ sound spelt -y at the end of words (reply)

Year 1

Words ending -y /i:/ or /ɪ/ (happy)

Letters and Sounds Phases (2-4)

Ph 2
/i/ sound spelt -i- (sit)

Ph 3
/j/ sound spelt y- (yes)

KEY

- Phases 2-4
- Year 1
- Year 2
- Year 3/4
- Tip
- Non-statutory Guidance

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Year group statutory requirements and content to be introduced

Tip

It would be worth reviewing alternative graphemes that are not referred to in the NC (2014) or Letters and Sounds (oo – blood/oe – does).

Year 3/4

The /ʌ/ sound spelt ou (touch)

Year 2

The /ʌ/ sound spelt o (mother)

Year 1

Revise previous learning

Letters and Sounds Phases (2-4)

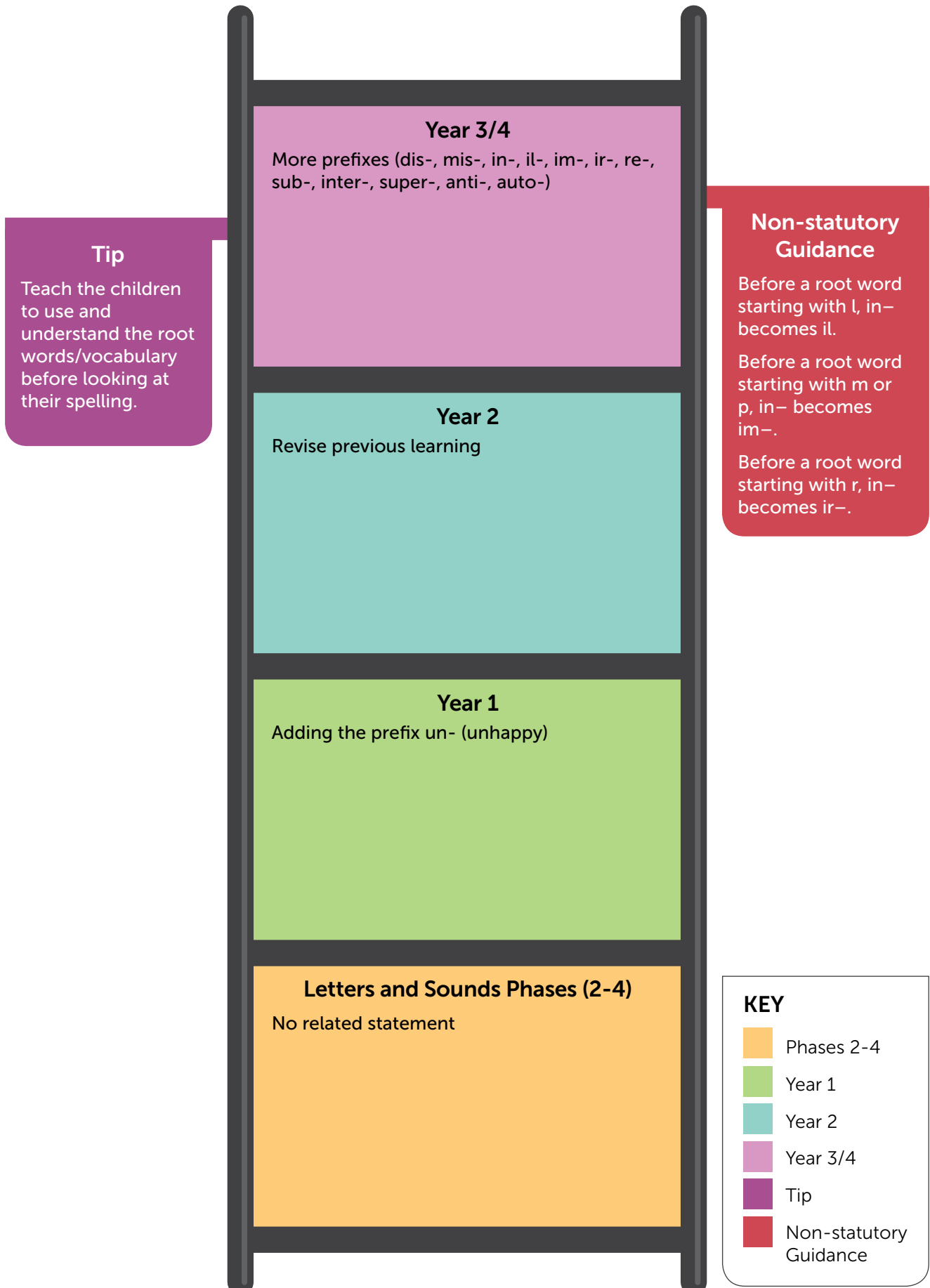
Ph 2
/ʌ/ sound spelt u (cup)

KEY

- Phases 2-4
- Year 1
- Year 2
- Year 3/4
- Tip
- Non-statutory Guidance

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Tip

If children spell 'tion' phonetically e.g. shun, introduce the alternative grapheme ti for the phoneme /ʃ/ that are not referred to in the NC (2014).

Year 3/4

The suffix -ation (observation)

Year 2

Words ending in -tion (station)

Year 1

/eɪ/ sound spelt ai/ay/a-e (rain/day/made)

Letters and Sounds Phases (2-4)

Ph 3
/eɪ/ sound spelt ai (rain)

Ph 3
/ʃ/ sound spelt sh (shop)

KEY

- Phases 2-4
- Year 1
- Year 2
- Year 3/4
- Tip
- Non-statutory Guidance

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Year group statutory requirements and content to be introduced

Tip

This statement has been tracked back to the alternative spellings for the /i:/ (she) sound rather than the alternative pronunciations of the grapheme y as this is most likely to be where misconceptions arise.

Year 3/4

The suffix -ly (sadly, completely, usually, finally)

Year 2

The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, merriment, sadness, happiness, careful, plentiful, hopeless, badly)

The /i:/ sound spelt -ey (key, donkey)

Year 1

Words ending -y /i:/ or /ɪ/ (happy)

/i:/ sound spelt e-e/-ee-/ea/ie (these/tree/sea/chief)

Letters and Sounds Phases (2-4)

Ph 2

/l/ sound spelt l-/-ll (leg/doll)

Ph 3

/i:/ sound spelt -ee-


Ph 4

Tricky words for spelling: he, me, she, we, be

KEY


 Phases 2-4

 Year 1

 Year 2

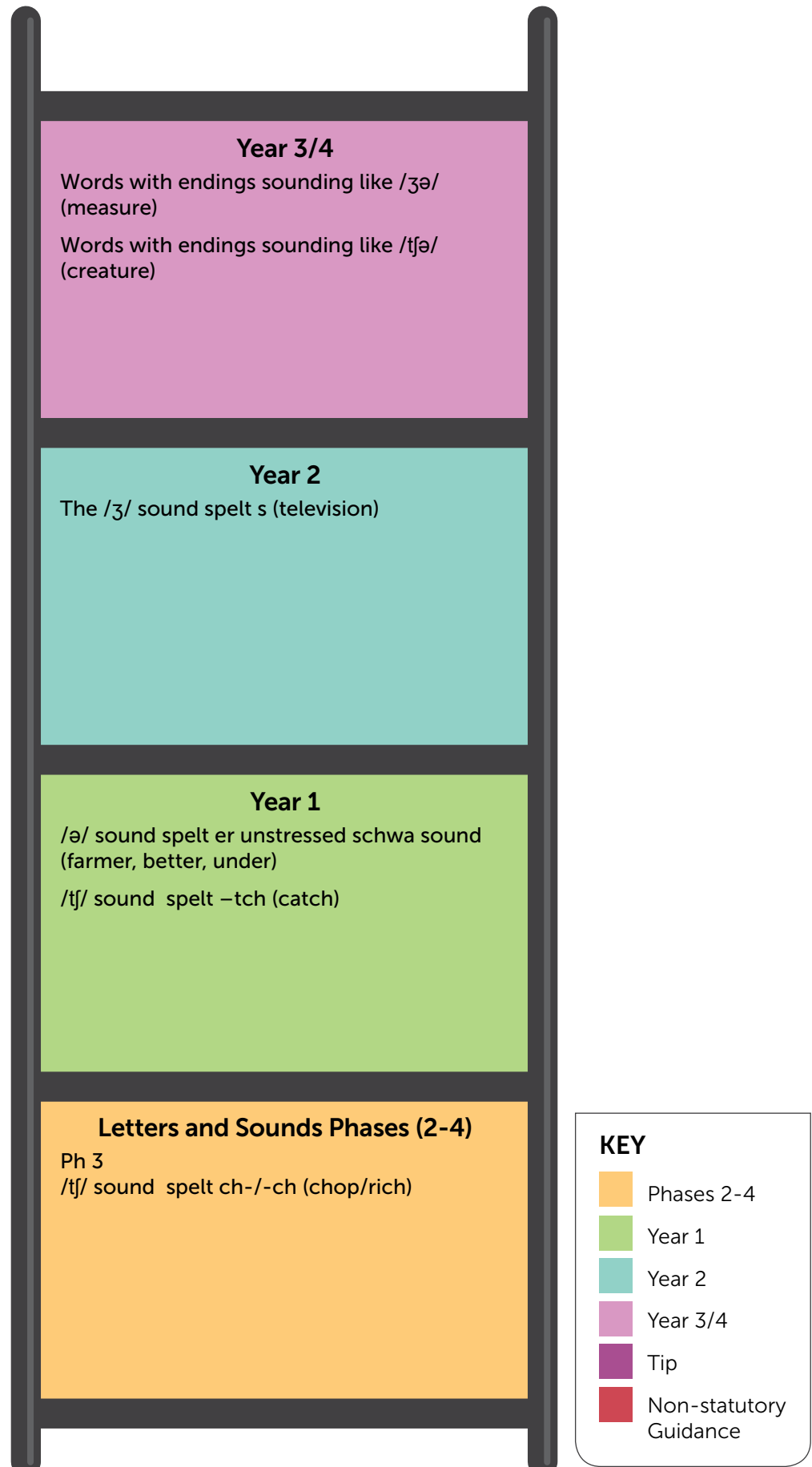
 Year 3/4

 Tip

 Non-statutory Guidance

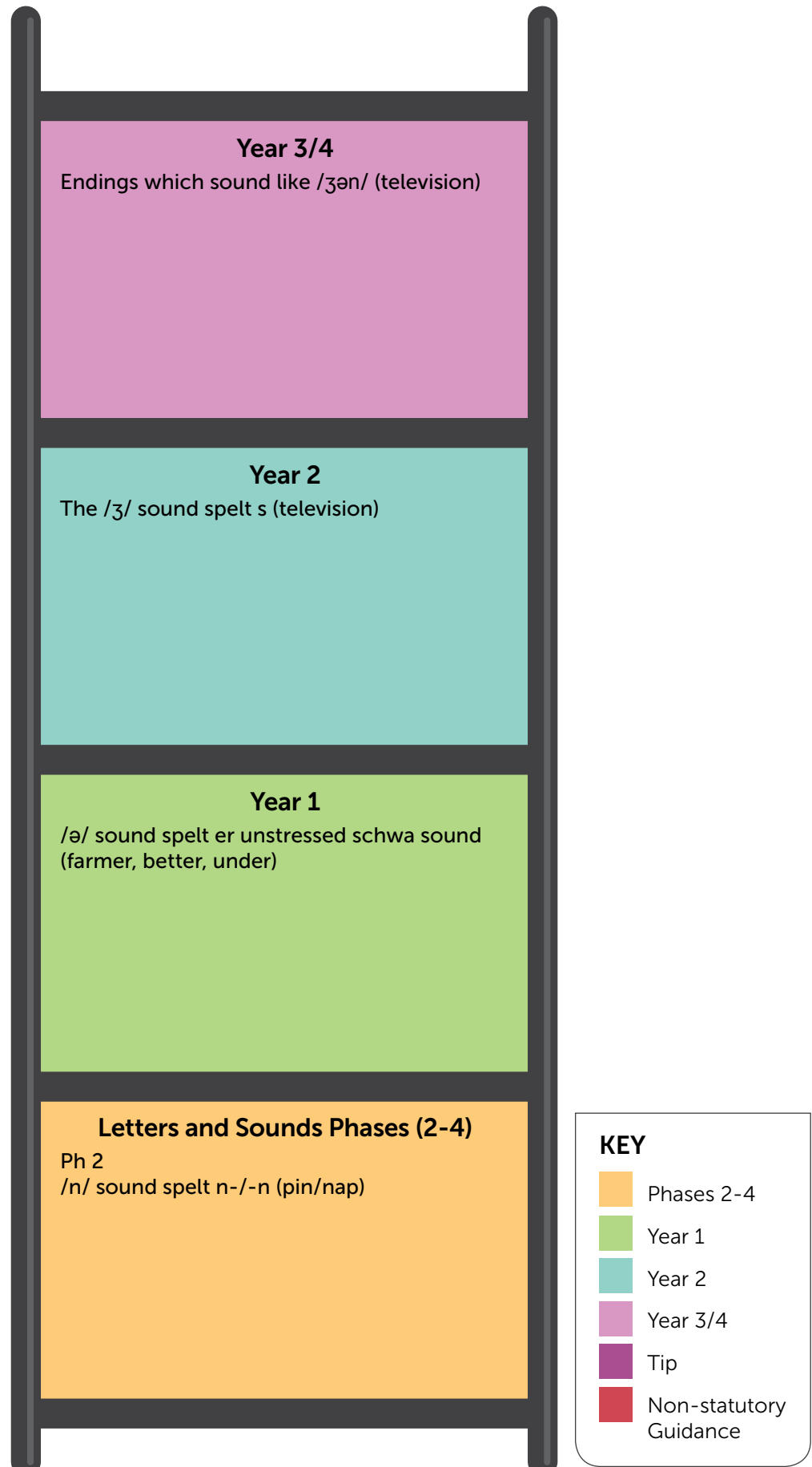
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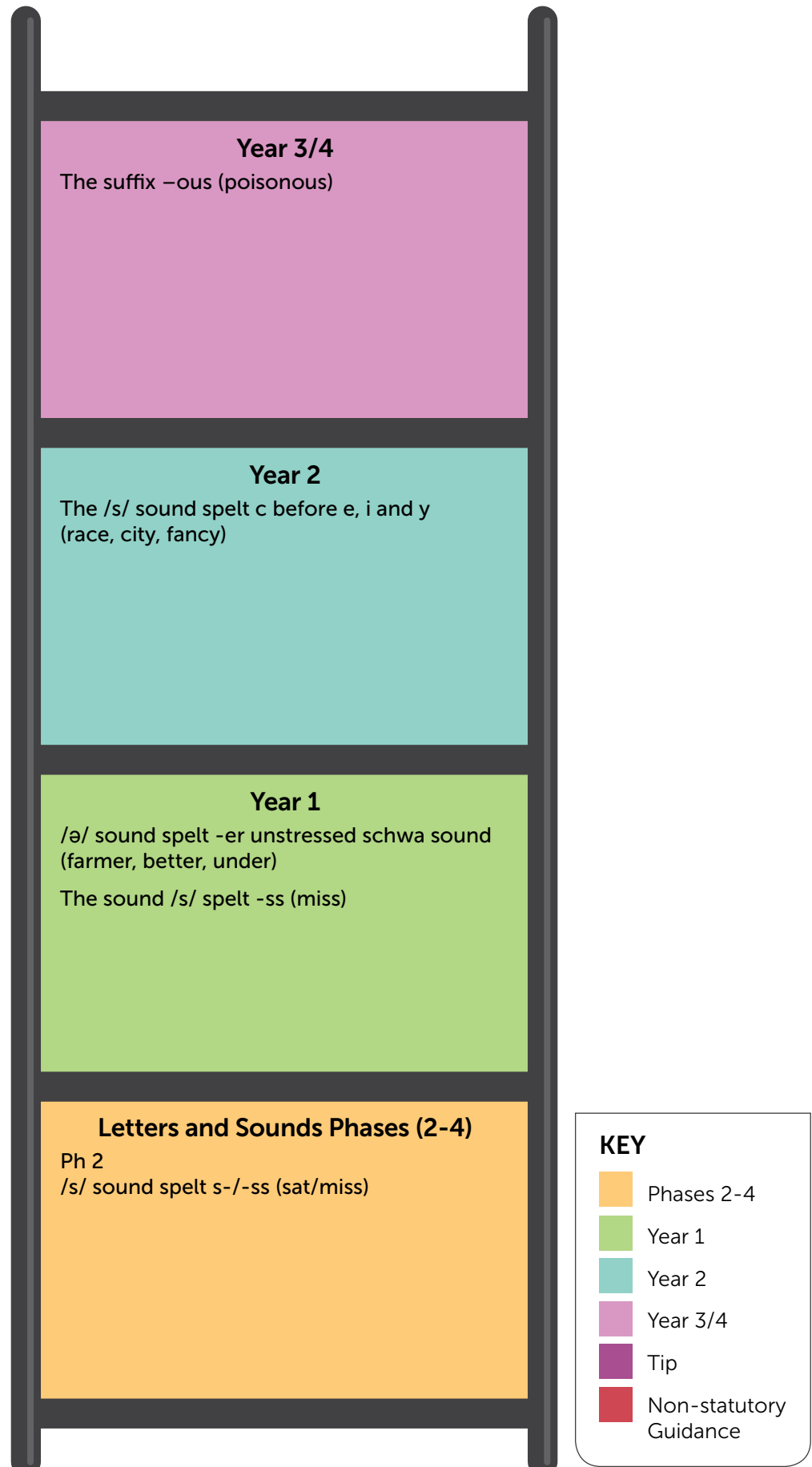
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Tip

If children spell 'tion' phonetically e.g. shun, introduce the alternative grapheme ti for the phoneme /ʃ/ that are not referred to in the NC (2014).

Year 3/4

Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (invention, extension, discussion, musician)

Year 2

Words ending in -tion (station)

Year 1

/ə/ sound spelt -er unstressed schwa sound (better, under)

Letters and Sounds Phases (2-4)

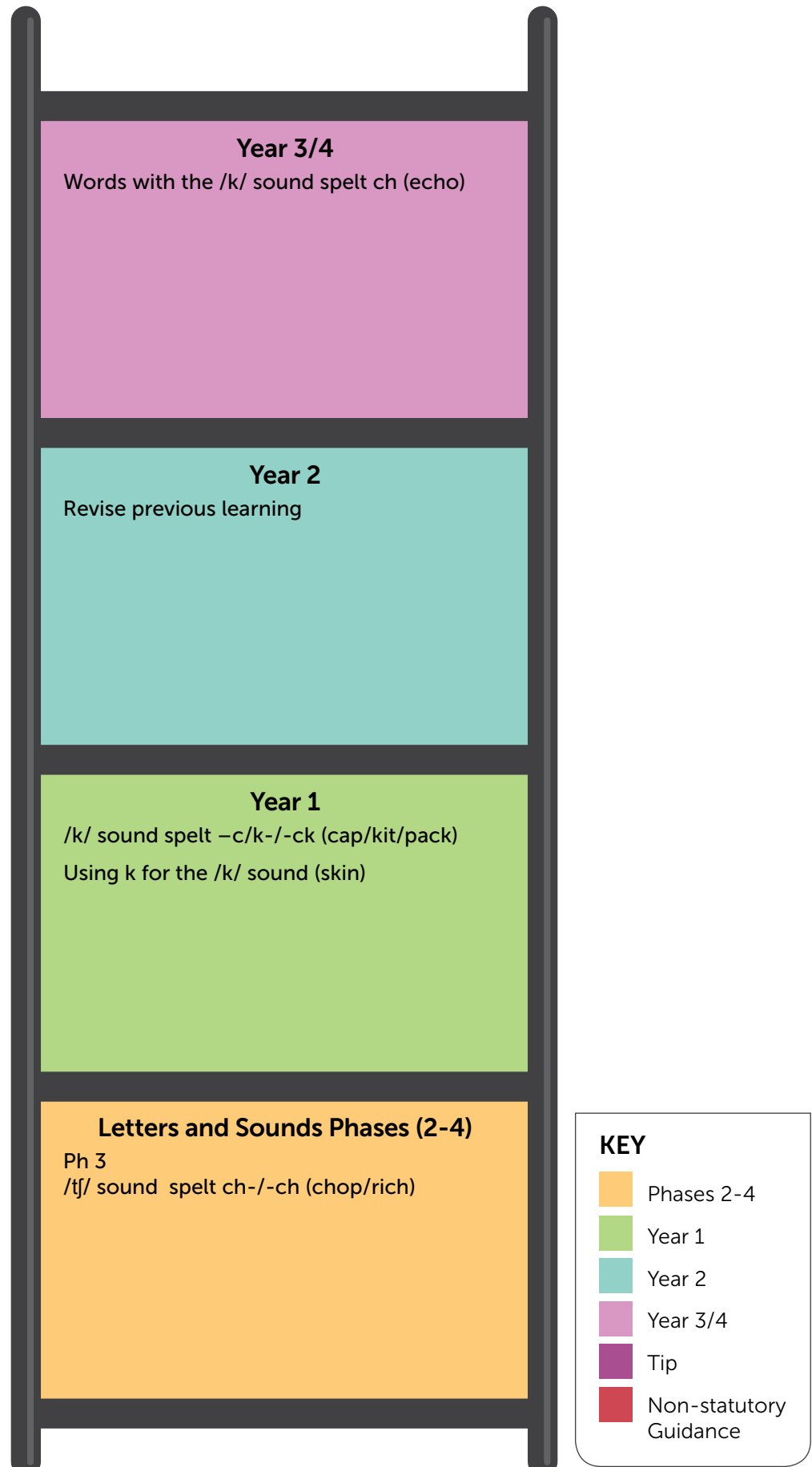
Ph 3
/ʃ/ sound spelt sh (shop)

KEY

- Phases 2-4
- Year 1
- Year 2
- Year 3/4
- Tip
- Non-statutory Guidance

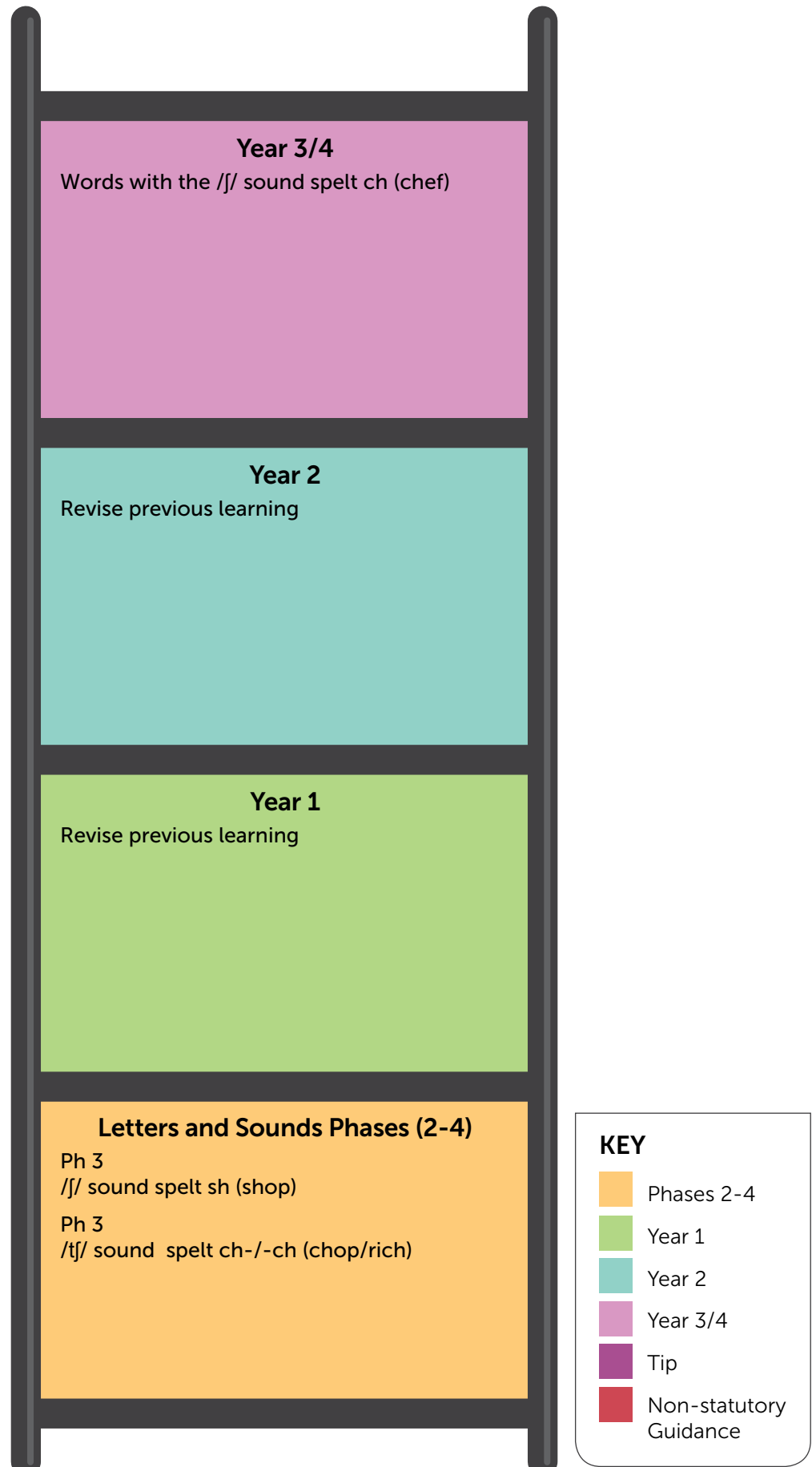
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Year group statutory requirements and content to be introduced



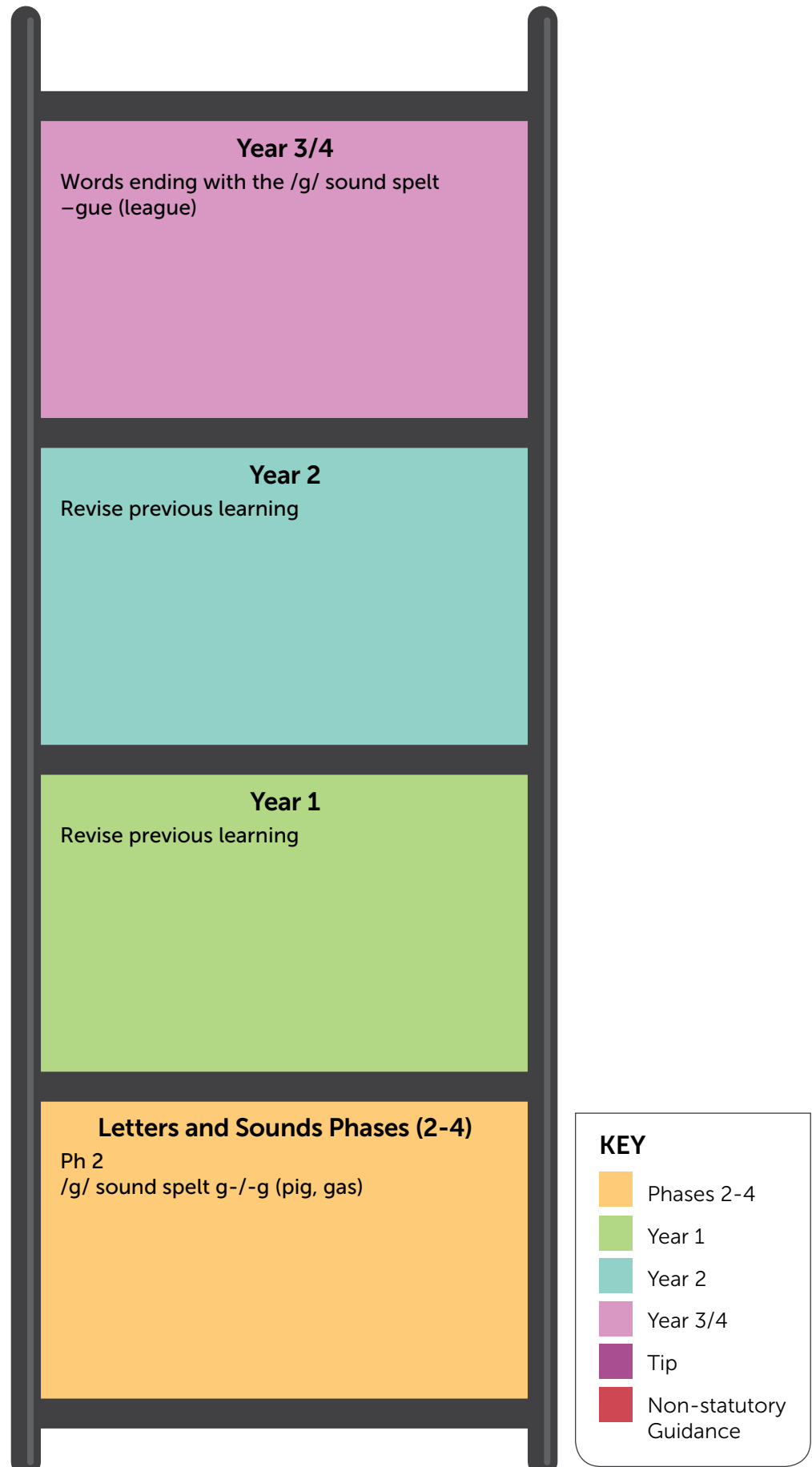
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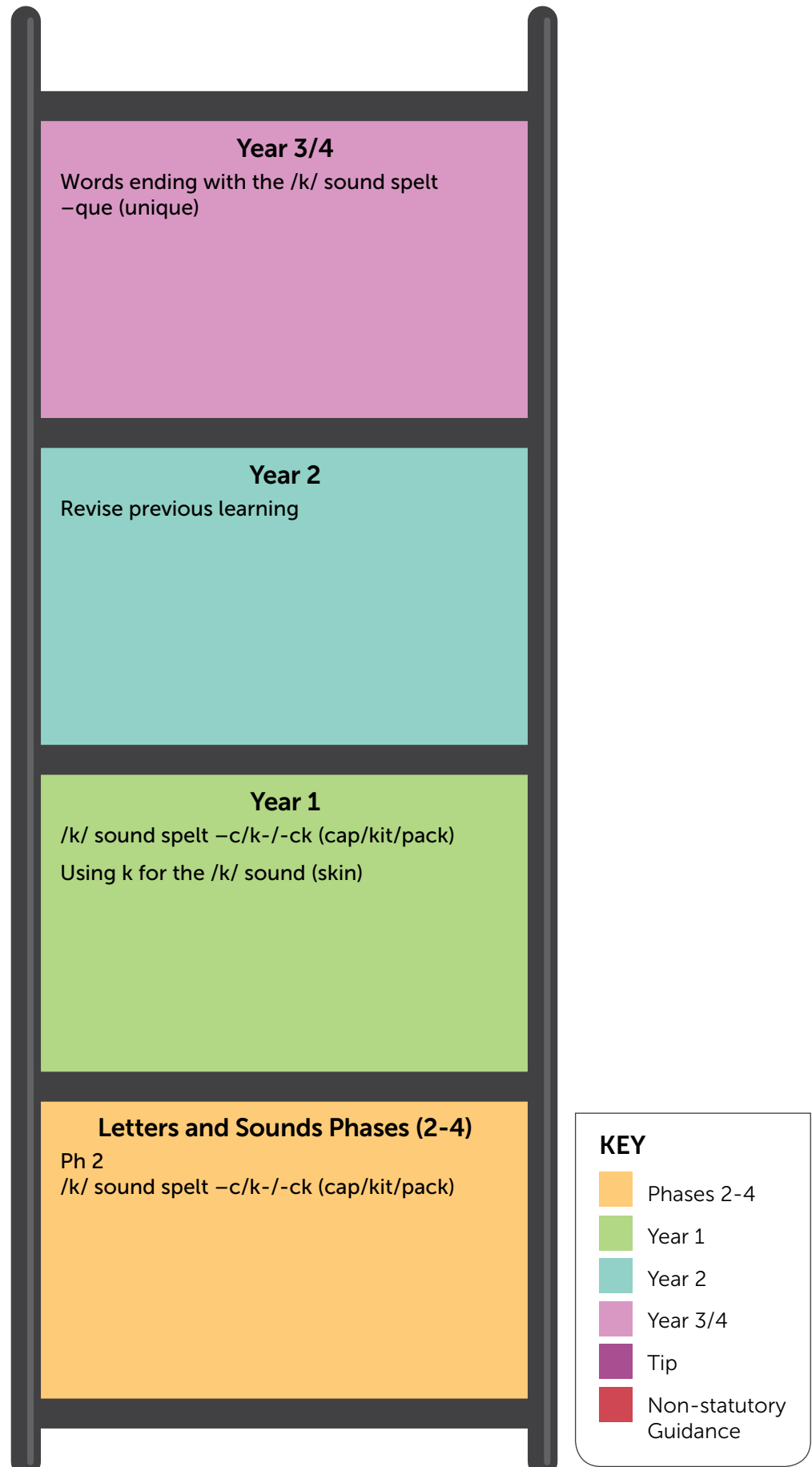
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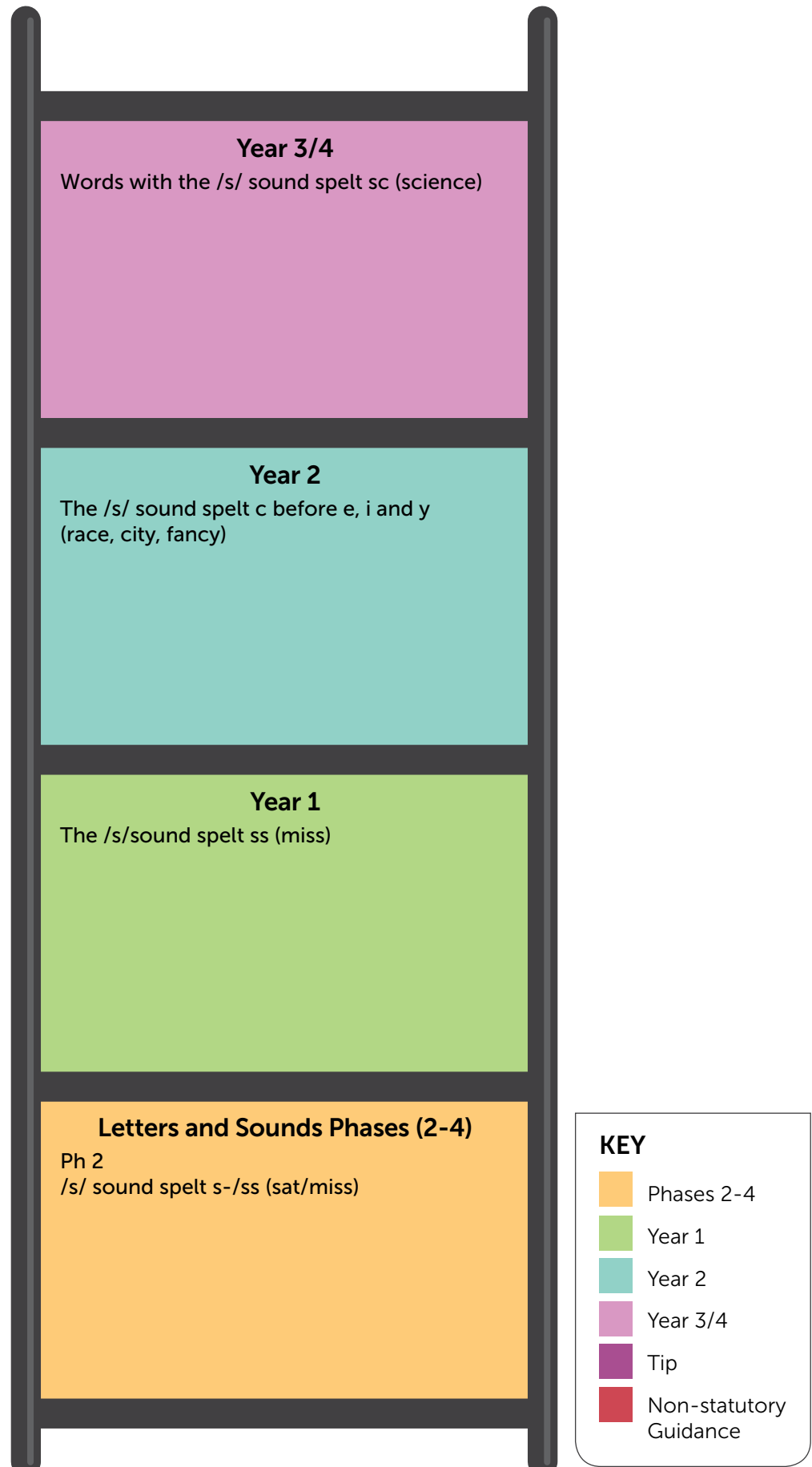
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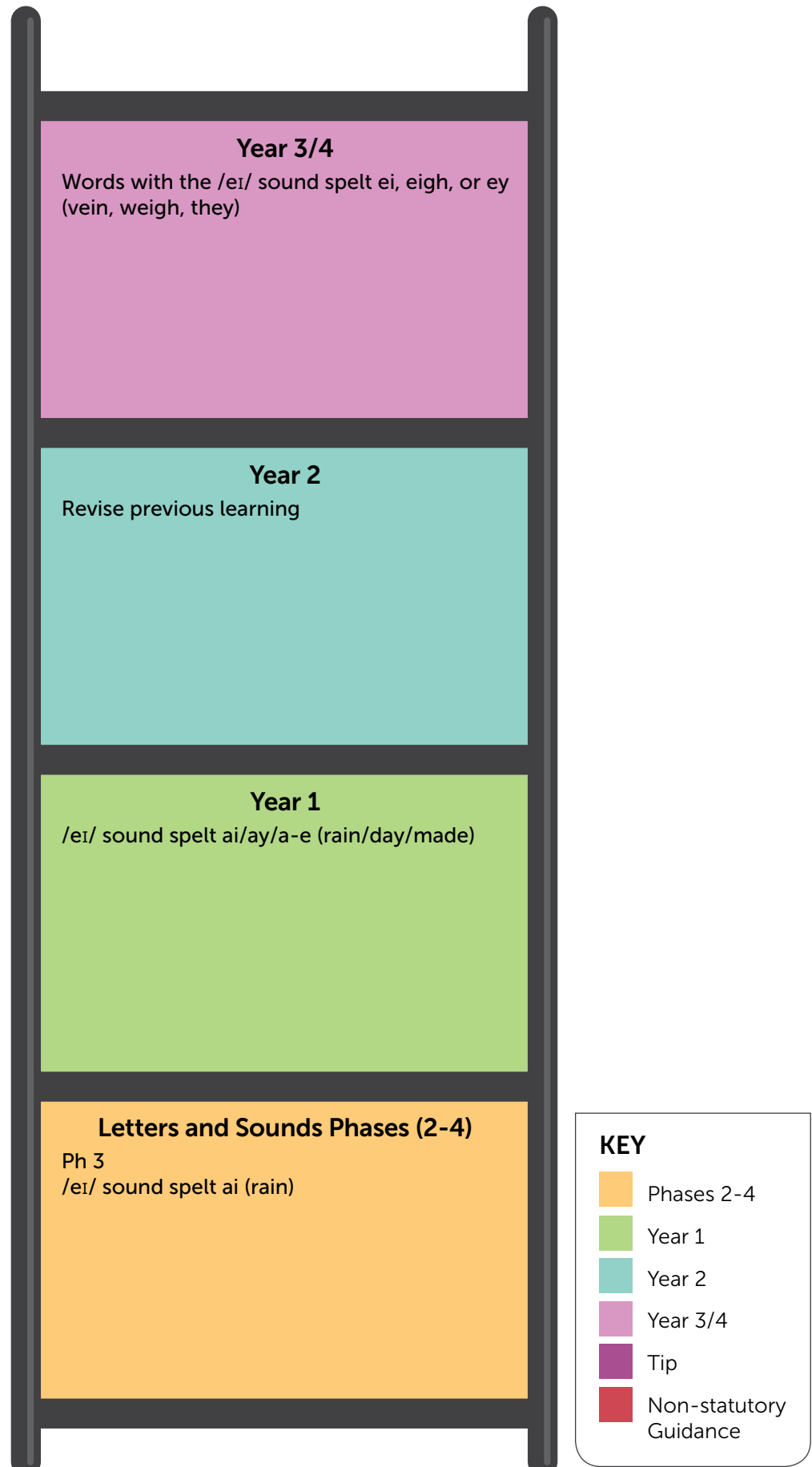
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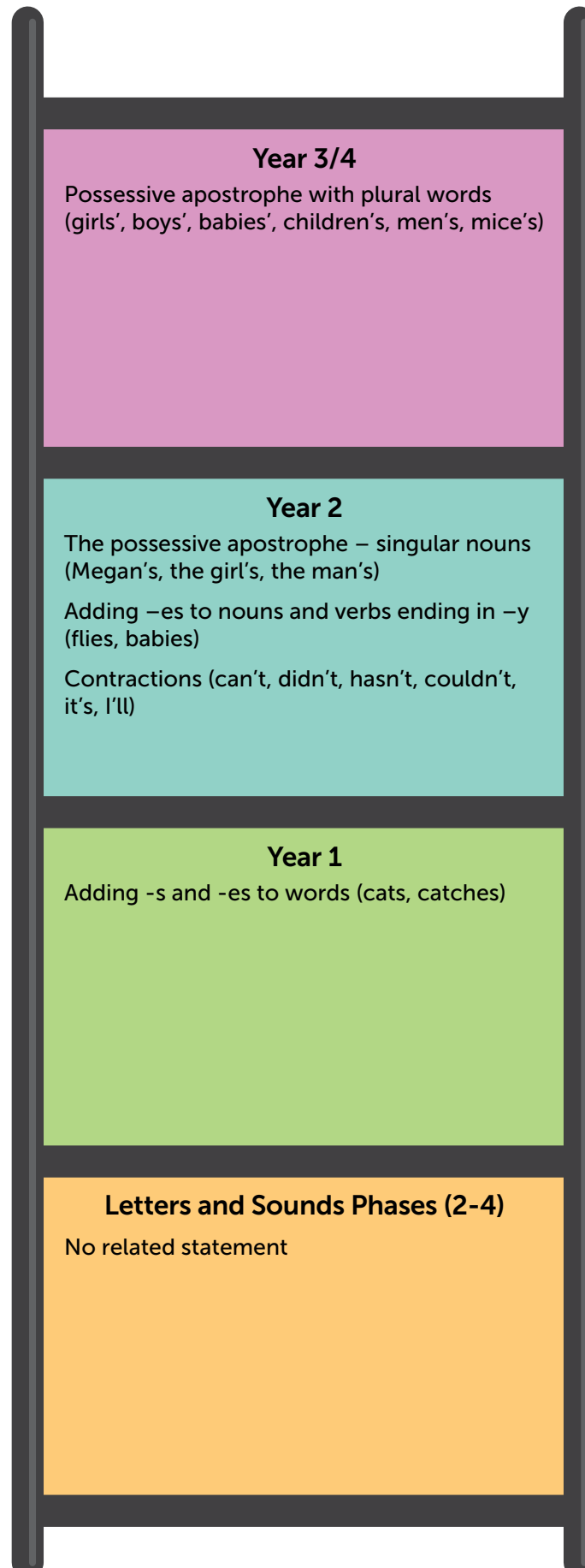
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International Phonetic Alphabet (Non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). It is intended simply as guidance for teachers in understanding the IPA symbols used above.

Consonants

/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels

/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer