

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.