

Year 3/year 4 statutory word list grouped by area

| suffix -ly, -ally                                                    | -ible words                                                                                                                  | split digraph – long vowel sounds                                                                                                                                               | Other words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| accidentally<br>actually<br>occasion(ally)<br>probably               | possible                                                                                                                     | Two letters make one sound that are split (e.g. guide - ‘i-e’)<br>arrive<br>decide<br>describe<br>extreme<br>guide<br>surprise<br>(review work from Year 1)                     | answer<br>breath<br>breathe<br>build<br>calendar<br>complete<br>consider<br>continue<br>early<br>earth<br>experiment<br>group<br>guard<br>forward(s)<br>fruit<br>heard<br>heart<br>history<br>imagine<br>important<br>increase<br>island<br>learn<br>length<br>material<br>minute<br>natural<br>often<br>particular<br>peculiar<br>perhaps<br>popular<br>potatoes<br>promise<br>purpose<br>quarter<br>regular<br>remember<br>sentence<br>special (-tial words)<br>straight<br>strange<br>strength<br>surprise<br>woman/women |
|                                                                      | <b>-ough letter strings</b>                                                                                                  |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                      | enough<br>though/although<br>thought<br>through<br>(currently taught in Years 5/6)                                           |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>‘n’ spelt as ‘kn’</b>                                             |                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| knowledge<br>knowledgeable                                           |                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>-tion and -sion</b>                                               | <b>Words from other countries</b>                                                                                            | <b>cross-curricular words</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| words<br>mention<br>occasion<br>position<br>possess(ion)<br>question | bicycle<br>(cycle - from the Greek for <i>wheel</i> )<br>(bi-meaning ‘two’)                                                  | earth<br>eight/eighth<br>fruit<br>heart<br>history<br>increase<br>minute<br>natural<br>opposite<br>position<br>quarter<br>regular<br>weight<br>material<br>experiment<br>length |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>‘or’ sound spelt ‘augh’</b>                                       | <b>‘i’ sound spelt as ‘u’</b>                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| caught<br>naughty (regional pronunciation)                           | busy/business                                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                      | <b>adding prefixes</b>                                                                                                       |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>‘ei’, ‘ey’ and ‘eigh’ sounds</b>                                  | (dis)appear<br>(dis)believe<br>(re)build<br>(re)position                                                                     |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| eight/eighth<br>reign<br>weight<br>height (exception)                | <b>unstressed vowels</b>                                                                                                     |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>adverbials</b>                                                    | different<br>favourite<br>February<br>interest<br>library<br>ordinary<br>separate                                            | <b>‘s’ sound spelt as ‘c’ before ‘e’, ‘i’ and ‘y’</b>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| therefore                                                            |                                                                                                                              | bicycle<br>centre<br>century<br>certain<br>circle<br>decide<br>exercise<br>experience<br>medicine<br>notice<br>recent<br>(review work from Year 2)                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>-ous words</b>                                                    |                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| famous<br>various                                                    | <b>double consonants</b>                                                                                                     |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                      | address<br>appear<br>arrive<br>different<br>difficult<br>disappear<br>grammar<br>occasion<br>opposite<br>pressure<br>suppose |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |