

Word list – years 3 and 4

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

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.