

# Lower Key Stage 2 - Literacy

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

## Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)    composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

## Year 3 & 4 – Overview

### Reading Word

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should.

### Reading Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In non-fiction pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

### Writing Composition

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

In order to develop creative and imaginative writing, pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally). They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Writing Transcription

#### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

They should understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see TPS spelling document).

Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge of spelling to use them efficiently.

### Vocabulary, grammar and punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in TPS grammar document, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

### Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

**Reading**

**Composition**

**Word Reading**

**Comprehension**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

Composition

- Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.
  - Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.
  - In order to develop creative and imaginative writing, pupils can be
  - in non-narrative material, using simple organisational devices such as headings and sub-headings
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences  
□ proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

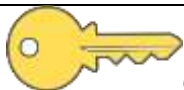
Transcription	Vocabulary, grammar and punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (TSP spelling document)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (TPS spelling document)</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in TPS grammar document by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar in year 3 and 4 in TPS grammar document</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in TPS grammar document accurately and appropriately when discussing their writing and reading.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>▪ increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>



# Year 3

Punctuation.	Sentence Types	Phrases and Clauses	Parts of Speech.	Standard English	Spelling
(Y3)Understand and use <b>full stops</b> accurately.	(Y3)Identify and write a <b>statement</b> .	(Y3)Understand and use <b>noun phrases</b> .	(Y3)Understand and use the term <b>adverb</b> .	(Y3)Ensure <b>grammatical agreement in speech and in writing of pronouns and verbs</b> , e.g. I am, we are.	(Y2)The /l/ or /əl/ sound spelt –le at the end of words (Y2)The /l/ or /əl/ sound spelt –l at the end of words
(Y3)Understand and use <b>capital letters</b> accurately.	(Y3)Identify and write a <b>question</b> .	(Y3)Understand and use <b>simple clauses</b> .	(Y3)Understand and use the term <b>adverbial</b> .		(Y2)The /l/ or /əl/ sound spelt –al at the end of words
(Y3)Understand and use <b>commas</b> for lists.	(Y3)Identify and write an <b>exclamation</b>	(Y3)Understand and use <b>co-ordination</b> (or, and, but).	(Y3)Understand and use the term <b>possessive pronoun</b> .		(Y2)Adding –es to nouns and verbs ending in –y
(Y3)Understand and use <b>question marks</b> .	(Y3)Turn statements into <b>questions</b> , learning a range of <b>‘wh’ words</b> , typically used to open questions: what, where, when, who,	(Y3)Understand and use a <b>subordinate clause</b> .	(Y3)Understand and use the term <b>conjunction/connective</b> (when, after, while, because).		(Y2)Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.
(Y3)Understand and use <b>exclamation marks</b> to denote strong emotion.		(Y3)Show relationships of time, reason and cause through <b>subordination and connectives</b> ; when, if, because, although.	(Y3)Understand and use <b>prepositions</b> – spatial.		(Y2)Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
(Y3)Understand and use <b>apostrophes</b> for contracted forms.			(Y3)Understand and use <b>determiners</b> .		(Y2)Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
(Y3)Understand and use the term <b>“comma”</b> appropriately and to understand the function			(Y3)Use the term <b>“adjective”</b> appropriately and understand the function of adjectives in sentences		(Y2)The suffixes –ment, –ness, –ful , –less and ‘-ly’

<p>of commas in sentences through: noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences.</p>			<p>through:</p> <p>Identifying adjectives in shared reading.</p> <p>Discussing and defining what they have in common i.e. words which qualify nouns. Experimenting with deleting and substituting adjectives and noting the effects on meaning.</p> <p>Collecting and classifying adjectives, e.g. for colours, sizes, moods.</p> <p>Experimenting with the impact of different adjectives</p>		<p>(Y2)Contractions</p> <p>(Y2)Homophones and near-homophones</p> <p>(Y3)Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>(Y3)Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>(Y3)The /ʌ/ sound spelt ou</p>
<p>(Y3)Understand and use <b>possessive apostrophes</b>.</p>			<p>(Y3)Use the term “<b>verb</b>” appropriately and understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them. Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat. Understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do.</p> <p>Understand and use the term noun.</p>		<p>(Y3)Prefixes</p> <p>(Y3)The suffix –ation</p> <p>(Y3)Suffix -ly</p> <p>(Y3)Words with endings sounding like /ʒə/ or /tʃə/</p> <p>(Y3)Endings which sound like /ʒən/</p> <p>The suffix -ous</p>
<p>(Y3)Punctuate <b>direct speech – speech marks</b>.</p>			<p>(Y3)Understand and use fronted adverbials, followed by a comma. e.g. Slowly, she turned the page.</p>		<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>



Capital letter, full stop, comma, question marks, exclamation, apostrophe, possessive apostrophe, speech marks, statement, question, exclamation, noun phrase, adjective, verb, **simple clause, coordination, subordinate clause, connective, adverb, adverbial, possessive pronoun, conjunction, connective, preposition, determiner, prefix**

# Year 3 & 4

Spelling Pattern	Spelling Rule	Examples
*The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
*The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
*The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
*Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
*Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii.	The only ordinary words with ii are skiing and taxiing. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
*Adding the endings –ing, –ed, –er, – est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added.	The exception is being. hiking, hiked, hiker, nicer, nicest, shiny
*Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the vowel 'short'. Exception: The letter 'x' is never doubled:	pating, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny  mixing, mixed, boxer, sixes.
*The suffixes –ment, –ness, –ful , – less and ‘-ly’	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.  Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
*Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive. can't, didn't, hasn't, couldn't, it's, I'll The possessive apostrophe (singular nouns) Megan's, Ravi's, the girl's, the child's, the man's	station, fiction, motion, national, section
*Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
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	Forgetting, forgotten, beginning, beginner, prefer, preferred

	the syllable is unstressed.	gardening, gardener, limiting, limited, limitation
	Words to be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /n/ sound spelt ou	Words to be learnt as needed.	young, touch, double, trouble, country
Prefixes	<p>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.</p> <p>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'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.</p>	<p>dis-, mis-: disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
Suffix -ly	<p>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.</p> <p>Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	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.	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
	If the ending sounds like /ʒən/, it is spelt 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' 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 spelt as i, but a few words have e.	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>



Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se.</p> <p><b>Exceptions:</b> attend – attention, intend – intention. –cian is used if the root word ends in c or cs</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		Scheme, chorus, chemist, echo, character

## Word list for years 3 and 4

accident(ally)	circle	Famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	strange
appear	decide	fruit	library	possess(ion)	strength
arrive	describe	grammar	material	possible	suppose
believe	different	group	medicine	potatoes	surprise
bicycle	difficult	guard	mention	pressure	therefore
breath	disappear	guide	minute	probably	though/although
breathe	early	heard	natural	promise	thought
		heart		purpose	through

build	earth	height	naughty	quarter	various
busy/business	eight/eighth	history	notice	question	weight
calendar	enough	imagine	occasion(ally)	recent	woman/women
caught	exercise	increase	often	regular	
centre	experience	important	opposite	reign	
century	experiment	interest	ordinary	remember	
certain	extreme		particular		