

National Curriculum Year 4

Mathematics						
Ma4/2.1: Number & Place Value	Ma4/2.2: Addition & Subtraction	Ma4/2.3: Multiplication & Division	Ma4/2.4: Fractions (including decimals)	Ma4/3.1: Measurement	Ma4/3.2: Properties of Shapes	Ma4/3.3: Position & Direction
<p>Ma4/2.1a count in multiples of 6, 7, 9, 25 and 1,000</p> <p>Ma4/2.1b find 1,000 more or less than a given number</p> <p>Ma4/2.1c count backwards through 0 to include negative numbers</p> <p>Ma4/2.1d recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>Ma4/2.1e order and compare numbers beyond 1,000</p> <p>Ma4/2.1f identify, represent and estimate numbers using different representations</p> <p>Ma4/2.1g round any number to the nearest 10, 100 or 1,000</p> <p>Ma4/2.1h solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Ma4/2.1i read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p>	<p>Ma4/2.2a add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Ma4/2.2b estimate and use inverse operations to check answers to a calculation</p> <p>Ma4/2.2c solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>Ma4/2.3b use place value, known and derived facts to multiply & divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations</p> <p>Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems & harder correspondence problems such as n objects are connected to m objects.</p>	<p>Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions</p> <p>Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Ma4/2.4d add and subtract fractions with the same denominator</p> <p>Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Ma4/2.4f recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p> <p>Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Ma4/2.4h round decimals with 1 decimal place to the nearest whole number</p> <p>Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places</p> <p>Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p>	<p>Ma4/3.1a convert between different units of measure</p> <p>Ma4/3.1b measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Ma4/3.1c find the area of rectilinear shapes by counting squares</p> <p>Ma4/3.1d estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Ma4/3.1e read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Ma4/3.1f solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p>	<p>Ma4/3.2a compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Ma4/3.2b identify acute and obtuse angles and compare and order angles up to 2 right angles by size</p> <p>Ma4/3.2c identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Ma4/3.2d complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>Ma4/3.3a describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Ma4/3.3b describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Ma4/3.3c plot specified points and draw sides to complete a given polygon.</p>
Ma4/4.1: Statistics						
<p>Ma4/4.1a interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Ma4/4.1b solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>						

Science					
Sc4/1: Working Scientifically	Sc4/2.1: All Living Things	Sc4/2.2: Animals Including Humans	Sc4/3.1: States of Matter	Sc4/4.1: Sound	Sc4/4.2: Electricity
<p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic & careful observations &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers & data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas & processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans & their simple functions</p> <p>Sc4/2.2c construct & interpret a variety of food chains, identifying producers, predators & prey.</p>	<p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle & associate the rate of evaporation with temperature.</p>	<p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>

Geography	History	Art & Design	Computing	Physical Education		
<p>Location Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Human and physical geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Hi2/1.1 Pre-Roman Britain</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <p>a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>b. Bronze Age religion, technology & travel, for example, Stonehenge</p> <p>c. Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire & its impact on Britain</p> <p><i>This could include:</i></p> <p>a. Julius Caesar's attempted invasion in 55-54 BC</p> <p>b. the Roman Empire by AD 42 and the power of its army</p> <p>c. successful invasion by Claudius & conquest, including Hadrian's Wall</p> <p>d. British resistance, for example, Boudica</p> <p>e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Hi2/1.3 Anglo-Saxons & Scots</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <p>a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>b. Scots invasions from Ireland to north Britain (now Scotland)</p> <p>c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>d. Anglo-Saxon art and culture</p> <p>e. Christian conversion – Canterbury, Iona and Lindisfame</p> <p>Hi2/1.4 Anglo-Saxons & Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <p>a. Viking raids and invasion</p> <p>b. resistance by Alfred the Great and Athelstan, first king of England</p> <p>c. further Viking invasions and Danegeld</p> <p>d. Anglo-Saxon laws and justice</p> <p>e. Edward the Confessor and his death in 1066</p> <p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p>	<p><i>For example:</i></p> <p>a. a depth study linked to one of the British areas of study listed above</p> <p>b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>c. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p> <p>a. the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>b. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>c. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>d. a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Hi2/2.3 Ancient Civilizations</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where & when the first civilizations appeared & a depth study of one of the following:</p> <p>a. Ancient Sumer;</p> <p>b. The Indus Valley;</p> <p>c. Ancient Egypt; or</p> <p>d. The Shang Dynasty of Ancient China</p> <p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Hi2/2.5 Non-European Study</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <p>a. early Islamic civilization, including a study of Baghdad c. AD 900;</p> <p>b. Mayan civilization c. AD 900; or</p> <p>c. Benin (West Africa) c. AD 900-1300</p>	<p>Pupils should be taught:</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Pupils should be taught to:</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, & be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>PE2/1.1 Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing & catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, & apply basic principles suitable for attacking & defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones & demonstrate improvement to achieve their personal best.</p> <p>PE2/1.2 Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>PE2/1.2a swim competently, confidently & proficiently over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p>

En4/1 Spoken Language

<p>En4/1a listen and respond appropriately to adults and their peers</p> <p>En4/1b ask relevant questions to extend their understanding and knowledge</p> <p>En4/1c use relevant strategies to build their vocabulary</p> <p>En4/1d articulate and justify answers, arguments and opinions</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En4/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En4/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En4/1l select and use appropriate registers for effective communication</p>
---	--

En4/2.1 Word Reading

En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En4/2.2 Comprehension

En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

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

En4/2.2b understand what they read, in books they can read independently, by

- i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ii. asking questions to improve their understanding of a text
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. identifying main ideas drawn from more than 1 paragraph and summarising these
- vi. identifying how language, structure, and presentation contribute to meaning

En4/2.2c retrieve and record information from non-fiction

En4/2.2d 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.

Writing

En4/3.1 Spelling	En4/3.2 Handwriting & Presentation	En4/3.3 Composition	En4/3.4 Vocabulary, grammar & punctuation
<p>En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>En4/3.1b spell further homophones</p> <p>En4/3.1c spell words that are often misspelt (English Appendix 1)</p> <p>En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>En4/3.2a 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</p> <p>En4/3.2b increase the legibility, consistency and quality of their handwriting</p>	<p>En4/3.3a Plan their writing by:</p> <ol style="list-style-type: none"> i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ii. discussing and recording ideas <p>En4/3.3b Draft and write by:</p> <ol style="list-style-type: none"> i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ii. organising paragraphs around a theme iii. in narratives, creating settings, characters and plot iv. in non-narrative material, using simple organisational devices <p>En4/3.3c Evaluate and edit by:</p> <ol style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>En4/3.3d proofread for spelling and punctuation errors</p> <p>En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>En4/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ol style="list-style-type: none"> i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials vi. learning the grammar for years 3 and 4 in Appendix 2 <p>En4/3.4b indicate grammatical and other features by:</p> <ol style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech <p>En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>

GPS Appendix 2 - Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Spelling (Appendix 1) [Revision of work from years 1 & 2 (pay special attention to the rules for adding suffixes)]

<p>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 the syllable is unstressed</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words - These words should be learnt as needed.</p>	<p>The /ʌ/ sound spelt ou - These words should be learnt as needed.</p>	<p>More prefixes - 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'.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>The suffix –ation - The suffix –ation is added to verbs to form nouns. The rules already learnt still apply</p>	<p>The suffix –ly - 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.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<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>	<p>Endings which sound like /ʒən/ - If the ending sounds like /ʒən/, it is spelt as –sion.</p>		
<p>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' of the root word 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>	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian - 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. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.</p>	<p>Words with the /k/ sound spelt ch (Greek in origin)</p>	<p>Words with the /j/ sound spelt ch (mostly French in origin)</p>	<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>	<p>Words with the /s/ sound spelt sc (Latin in origin) - In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</p>	<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p>Possessive apostrophe with plural words - The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children's).</p>	<p>Homophones and near-homophones</p>	<p>Year 3 and 4 word list accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>