









Where does Spelling with Grammarsaurus meet the National Curriculum objectives?

Y3-4






Spelling with Grammarsaurus

National Curriculum Objective	Morphology sequence unit	Submorphemic grapheme pattern units	Commonly misspelt unit	Writing unit
Adding suffixes beginning with vowel letters to words of more than one syllable	  (stressed vowels) Y3 Spring 2			
The /ɪ/ sound spelt y elsewhere than at the end of words				
The /ʌ/ sound spelt ou				
the prefixes dis- and mis- have negative meanings	  Y3 Summer 1			
The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	 Y3 Summer 1			
Before a root word starting with l, in- becomes il. illegal, illegible Before a root word starting with m or p, in- becomes im-. immature, immortal, impossible, impatient, imperfect Before a root word starting with r, in- becomes ir-.	 Y3 Summer 1			



re– means ‘again’ or ‘back’	 Place Value of Spelling objective First taught in Y2			
sub– means ‘under’	 Y3 Spring 1 & potentially Y4 Autumn 1/2			
inter– means ‘between’ or ‘among’	 Y3 Spring 1			
super– means ‘above’	 Place Value of Spelling objective First taught in Y2			
anti– means ‘against’	 Y3 Summer 2			
auto– means ‘self’ or ‘own’ The base is aut and the letter o is a connecting vowel.	 Y4 Autumn 2			
The suffix –ation This doesn’t exist. It is ate + ion. The suffix -ate is introduced in Y4 to build upon suffix -ion learning in Y3. The suffix -ate is developed further in Y5.	 Y4 Autumn 2			
The suffix –ly	 Place Value of Spelling objective First taught in Y2			
Words with endings sounding like /ʒə/ or /tʃə/	 /ʒə/ Y3 Summer 1			



Endings which sound like /ʒən/	 Y3 Autumn 2 and developed further in Y4 Autumn 2			
The suffix –ous	 Y3 Autumn 1 and developed further in Y4 Autumn 1			
<p>As the NC states, these are not suffixes.</p> <p>These are the suffixes -ion and -ian (using a connecting vowel 'i')</p> <p>di + rect + ion → direction</p> <p>ex + plose + ion → explosion (plode and plose are alternates)</p> <p>per + miss + ion → permission (mit and miss are alternates)</p> <p>mage + ic + i + an</p>	 Y3 Autumn 2 and developed further in Y4 Autumn 2			
Words with the /k/ sound spelt ch (Greek in origin)			/k/ spelt ch	
Words with the /ʃ/ sound spelt ch (mostly French in origin)			/ʃ/ spelt ch	
Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)			/g/ spelt gue /k/ spelt que	
Words with the /s/ sound spelt sc (Latin in origin)				
Words with the /eɪ/ sound spelt ei, eigh, or ey			/eɪ/ spelt eigh /eɪ/ spelt ei /eɪ/ spelt ey	



Possessive apostrophe with plural words				Instructions – How to raid an Anglo-Saxon settlement Setting description – Wonka World Non-chronological report – Creatures Instructions – How to slay the Minotaur Narrative – Stone Age Doorway to Adventure Story
Homophones and near-homophones			homophones and near homophones	

