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| Year 3 | Spelling rule | Example words | Possible home spelling wordsLong vowel digraph sounds (split digraphs)ArriveCompleteLemonadeDescribeExtremeay sound spelt differentlyEightReign (unusual because eig not eigh)Straight (unusual because it’s aigh not eigh)WeightSuffixes and homophonesBuildingConsideredDecidedStrangest ContinueImaginedGuardedHighestHeight IncreasedInterestedNoticedNaughtyNaughtiestSpecialistSurprisedStrengthStrongestSeparatedGuidedFebruaryFamous EarlyEarliest PromisedQuestionedIrregular past tense Caughtthrew through LearntEighthSuffixes AccidentallyActuallyOccasion(ally)BusybusinessYear 3/4 spelling list (don’t fit weekly spelling pattern). Set during extra suffix teaching weeks.AddressAnswerBreathBreatheCircleEarthFruitHeartHistoryHolidayHeardGeographyGrammarGroupEnoughMinuteQuarterThereforeVariousSentencePrefixesAppearDisappearUnnaturalUnpopularPossibleimpossibleYear 3/4 spelling list (don’t fit weekly spelling pattern).BelieveCertainExceptForward(s)LengthIslandKnowledgeOftenPerhapsLibraryMaterialPressureProbablyRecentRegularDifferentDifficultCentreCenturyBicycleCalendarExerciseOppositeOrdinaryParticularYear 3/4 spelling list (don’t fit weekly spelling pattern).ExperienceExperimentFavouriteSupposeRemember‘tion’ endingPossess(ion)mentionPositionPeculiarSimilarRevision of year 3/4 spelling list. |
| Autumn 1 and Autumn 2**Phonics focused revision**- as in depth as required per cohort.**Throughout Autumn 1 revision slides phonics phase 5 and 6 tricky words:*** **People**
* **Mr**
* **Their**
* **Mrs**
* **Looked**
* **Asked**
* **Could**
* **Called**
* **Would**
* **Should**
 | Revision of KS1- short vowel sounds and long vowel phonic digraphs and trigraphs (including split digraphs)(5 weeks) | ae, a\_e, ai, ay, ea |
| e\_e, ee, ea, ey, ei, eigh |
| i\_e, ie, y, igh |
| oa, oe, o\_e, ow, o |
| u\_e, ue, ew, u |
| Revision of KS1- tricky phonic digraph/trigraph sounds (phase 5/6)- same letters different sounds(2 weeks) | oo (food, pool, zoo, soon) oo (book, took, good, foot)ow (now, how, cow, brown, down, town)ow (own, blow, snow, grow, show) |
| ie (lie, tie, pie, cried, tried, dried) ie (chief, field, thief)ear (dear, hear, beard, near, year)ear (bear, pear, wear) |
| Revision of KS1- tricky phonic digraph/trigraph sounds (phase 5/6)- same sounds different letters(4 weeks) | ir (girl, bird, third, shirt, first)ur (hurt, church, burst, Thursday)ew (new, few, flew, grew, drew, threw)eu (blue, clue, rescue, true, Tuesday) |
| or (for, short, born, horse, morning)ore (more, score, before, wore, shore)aw (saw, drawn, crawl, yawn)au (author, August, dinosaur, astronaut) |
| air (air, pair, hair, chair)ear (bear, pear, wear)are (bare, dare, care, share, scared)ere (there, where) |
| oe (toe, goes)oa (boat, float, moat, coach, coat)ow (grow, overflow, snow, show) |
| Revision of KS1 homophones(Early morning work 1 x weekly to continue revision through Autumn term and Spring 1)(2 weeks) | there/their/they’rehere/hearquite/quietsee/seabare/bearone/wonsun/sonto/too/twobe/beeblue/blewnight/knight |
| To know that some words with the /ay/ sound are spelt ei, eigh or ey(1 week) | Vein, weigh, eight, neighbour, they, obey, weight, sleigh, freight, journey |
| Spring 1  | Revision KS1- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | The letter j is never used for the /dʒ/ sound at the end of English words. badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust |
| Revision of KS1- adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it  | copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying |
| Revision of KS1- Adding the endings –ing, –ed, –er, –est, -en and –y to words ending in –e with a consonant before it  | hiking, hiked, hiker, nicer, nicest, shinyRule breaker to teach: being |
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter  | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| Revision KS1- Adding s, es, ves (plural of nouns and the third person singular of verbs) Adding ‘ies’ to nouns ending in ‘y’ and when to only add an ‘s’(2 weeks) | leaves, wolves, shelves, knivesplants, buildings, houses, badges, eyes, pieces, monthscatches, glasses, dresses, wishes, beaches |
| toys, boys, enjoys, annoys, cowboysbabies, cries, cities, flies, berries |
| Spring 2  | Revision KS1: To place the apostrophe correctly in common contractions (revision from Y2) | Can’t, didn’t, hasn’t, couldn’t, it’s, I’ll, wouldn’t, hadn’t, isn’t, doesn’t |
| Revision KS1:To revise the suffixes –ment, –ness, –ful , –less -tion and –ly (revision form Y2)To understand that the suffix ‘ly’ is added to an adjective to form an adverb (Year 3 KPI) | Excitement, arrangement, contentment, enjoyment, employment, management, document, replacement, movement, statement |
| Sadness, hopelessness, plainness, happiness, fairness, kindness, tidiness, wickedness, childishness, silliness |
| Careful, playful, plentiful, wishful, hopeful, sorrowful, painful, successful, beautiful, forgetful |
| Careless, thoughtless, homeless, lifeless, fearless, jobless, thankless, headless, speechless, endless |
| action, motion, potion, fiction, station |
| Kindly, friendly, properly, actually, especially, eventually, originally, weekly, personally, likelySadly, completely, usually, finally, comically, happily, basically, frantically, humbly |
| Summer 1 | To learn that the prefixes –dis, -mis and –un have negative meanings | Disappoint, disagree, disobey, disagree, disobey, disagree, dislike, misbehave, mislead, misspell, mistake misplace, unhappy, unbelievable, uncertain |
| To understand the effect of certain prefixes on root words**Re-** means ‘again’ or ‘back’To understand the effect of certain prefixes on root words**Sub-** means ‘under’ | Redo, refresh, return, reappear, redecorateSubheading, submarine, submerge |
| To understand the effect of certain prefixes on root words**Inter-** means ‘between’ or ‘among’To understand the effect of certain prefixes on root words**Super-** means above | Interact, intercity, internationalSupermarket, superman, superstar |
| To understand the effect of certain prefixes on root words**Auto-** means ‘self’ or ‘own’To understand the effect of certain prefixes on root words**‘tele’-** means ‘far’ / ‘far off’ / ‘at a distance’ | Autobiography, autograph, automobile, automaticTelevision, telescope, teleport, telecommunication, telepathic, telemarketing |
| To know that words with the /k/ sound are sometimes spelt ‘ch’ | Scheme, chorus, chemist, echo, character, chemical, chaos, chameleon, chlorine |
| To spell words ending in ‘gue’ and ‘que’. | Catalogue, tongue, dialogue, vague, synagogue, plaque, barbeque, cheque, unique, technique |
| Summer 2 | To learn year 3 homophones- identify common homophones or near-homophones(Early morning work 1 x weekly to continue revision of year 3 homophone list) | Accept/ exceptAffect/ effectBrake/ breakFair/ fareGreat/ grateHere/ hearHeel/ heal/ he’llKnot/ notMeat/ meetRain/ rein/ reignWeather/ whetherWhose/ who’s |
| To use the suffix ‘sion’ for words with endings sounding like ‘zhun’.Revise ‘tion’ along side | Division, invasion, confusion, decision, collision, television, tension, corrosion, explosion, transfusion |
| To spell words with endings sounding like er but spelt ‘ure’. | Measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure, capture |
| To know that some words with the /I/ sound are spelt with a ‘y’ | Myth, gym, hymn, oxygen, crystal, lyric, physics, system, syrup, typical |
| To identify how to add suffixes beginning with vowel letters to words of more than one syllable | Forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited |
| Revision of year 3 spelling patterns taught. | Revision of specific pattern words taught. |