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| Year 3 | Spelling rule | Example words | Possible home spelling words  Long vowel digraph sounds (split digraphs)  Arrive  Complete  Lemonade  Describe  Extreme  ay sound spelt differently  Eight  Reign (unusual because eig not eigh)  Straight (unusual because it’s aigh not eigh)  Weight  Suffixes and homophones  Building  Considered  Decided  Strangest  Continue  Imagined  Guarded  Highest  Height  Increased  Interested  Noticed  Naughty  Naughtiest  Specialist  Surprised  Strength  Strongest  Separated  Guided  February  Famous Early  Earliest  Promised  Questioned  Irregular past tense  Caught  threw  through  Learnt  Eighth  Suffixes  Accidentally  Actually  Occasion(ally)  Busy  business  Year 3/4 spelling list (don’t fit weekly spelling pattern). Set during extra suffix teaching weeks.  Address  Answer  Breath  Breathe  Circle  Earth  Fruit  Heart  History  Holiday  Heard  Geography  Grammar  Group  Enough  Minute  Quarter  Therefore  Various  Sentence  Prefixes  Appear  Disappear  Unnatural  Unpopular  Possible  impossible  Year 3/4 spelling list (don’t fit weekly spelling pattern).  Believe  Certain  Except  Forward(s)  Length  Island  Knowledge  Often  Perhaps  Library  Material  Pressure  Probably  Recent  Regular  Different  Difficult  Centre  Century  Bicycle  Calendar  Exercise  Opposite  Ordinary  Particular  Year 3/4 spelling list (don’t fit weekly spelling pattern).  Experience  Experiment  Favourite  Suppose  Remember  ‘tion’ ending  Possess(ion)  mention  Position  Peculiar  Similar  Revision 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’re  here/hear  quite/quiet  see/sea  bare/bear  one/won  sun/son  to/too/two  be/bee  blue/blew  night/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, shiny  Rule 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, knives  plants, buildings, houses, badges, eyes, pieces, months  catches, glasses, dresses, wishes, beaches |
| toys, boys, enjoys, annoys, cowboys  babies, 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, likely  Sadly, 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, redecorate  Subheading, 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, international  Supermarket, 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, automatic  Television, 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/ except  Affect/ effect  Brake/ break  Fair/ fare  Great/ grate  Here/ hear  Heel/ heal/ he’ll  Knot/ not  Meat/ meet  Rain/ rein/ reign  Weather/ whether  Whose/ 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. |