

Year 3 spelling objectives:

Green = Objectives from Appendix 1 (Spelling)

Blue = Objectives from Appendix 2 (Vocabulary, Grammar and Punctuation)

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
Formation of nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]
Prefixes:
 - ❖ **dis-**: disappoint, disagree, disobey
 - ❖ **mis-**: misbehave, mislead, misspell (mis + spell)
 - ❖ **re-**: redo, refresh, return, reappear, redecorate
 - ❖ **sub-** subdivide, subheading, submarine, submerge
 - ❖ **super-**: supermarket, superman, superstar
 - ❖ **auto-**: autobiography, autograph

- Suffixes
 - ❖ The suffix *-ly*: sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
 - ❖ 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 (happily, angrily)

- Spell further homophones
Homophones and near-homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, heel/heal/he'll, plain/plane, grown/groan, rain/rein/reign

- Spell words that are often misspelt (English Appendix 1):
 - Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure
 - Words with the /eɪ/ sound spelt ei, eigh, or ey (vein, weigh, eight, neighbour, they, obey)
 - Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist, echo, character)
 - The /ʌ/ sound spelt 'ou' (young, touch)
 - The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery)
 - Words ending with the /g/ sound spelt *-gue* and the /k/ sound spelt *-que* (French in origin) (league, tongue, antique, unique)
 - Words with the /k/ sound spelt ch (mostly French in origin) (echo, scheme, chorus, chemist)

- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

- Use the first two or three letters of a word to check its spelling in a dictionary (ongoing objective during editing sessions)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (ongoing objective as part of SPaG activities)

Y3 Word List (Statutory) – 48 words

accident(ally)	circle	exercise	guide	learn	purpose
actual(ly)	decide	experience	heart	length	quarter
address	different	experiment	height	medicine	recent
answer	difficult	extreme	history	natural	sentence
appear	disappear	February	imagine	notice	special
arrive	early	forward (s)	increase	often	strange
build	earth	fruit	important	pressure	weight
centre	eight/eighth	group	interest	promise	

Term 1 (Autumn)

Revisit common exception words from Year 2

- door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

- Revise prefix from Year 1 un
- Revise suffixes from Year 2 -s, -es, -ed, -ing, -er
- Prefix pre-, dis-, mis-, re-

Rare GPCs

- Words with the /eɪ/ sound spelt ei, eigh, or ey
- The /ɪ/ sound spelt y
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) (league, tongue, antique, unique)

Spell further homophones

- brake/break, grate/great, eight/ate, weight/wait, son/sun

Apostrophe

- Revise contractions/possessive apostrophe from Year 2

Proofreading

- Checking after the spelling of KS1 common exception or tricky words

Strategies

- Have a go sheets

Learning and Practising Spellings

- Learn selected words taught in new knowledge this term
- Learn words from the Year 3 word list
- Learn words from personal list

Term 2 (Spring)

Revisit suffixes from Year 2

- -ness and -ful with a consonant before
- -less

Prefixes and suffixes

- Prefixes sub-, super-, auto-
- Suffixes -ly and those with the root word ending in -y

Rare GPCs

- Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, chalet, machine, brochure)
- Words with the /k/ sound spelt ch (mostly French in origin) (echo, scheme, chorus, chemist)

Homophones

- here/hear, knot/not, meat/meet

Apostrophe

- Revise contractions/possessive apostrophe from Year 2

Proofreading

- Revise proofreading routines

Learning and Practising Spellings

- Learn selected words taught in new knowledge this term
- Learn words from the Year 3 word list
- Learn words from personal lists

Term 3 (Summer)

Revisit vowel diagraphs from Year 1 and 2

Prefixes and suffixes

- Suffix –ly with root words ending in le and ic
- Revisit previously taught suffixes

Rare GPCs

- The /l/ sound spelt y other than the end of a word (gym, myth)
- The /ʌ/ sound spelt 'ou' (young, touch)

Homophones

- heel/heal/he'll, plain/plane, grown/groan, rain/rein/reign

Apostrophe

- Revise contractions/possessive apostrophe from Year 2

Proofreading

- Proofread own writing for misspellings of personal spelling list words

Learning and Practising Spellings

- Learn selected words taught in new knowledge this term
- Learn words from the Year 3 word list
- Learn words from personal lists
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]

- **Word families** based on common **words**, showing how words are related in form and spell words that are often misspelt (English Appendix 1)