



## Year 3 Spellings – Autumn 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1/2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Spelling Pattern	Transition Weeks with Y2 teachers	Homophones/ Near Homophones long <b>ā</b> some words sound the same as another but are spelt differently or have a different meaning	<b>'ei' sounding 'ay'</b> In some words 'ei' together make a long <b>'a' sound (ay)</b> .	<b>'ey' sounding 'ay'</b> In some words 'ey' together make a long <b>'a' sound (ay)</b> .	Homophones/ Near Homophones long <b>é</b> some words sound the same as another but are spelt differently or have a different meaning	Homophones/ Near Homophones ed/ t some words sound the same as another but are spelt differently or have a different meaning	<b>'ou' sounding 'u'</b> 'ou' can make a sound like short <b>'u'</b> (could/cud).	
		SF Rule: 21,22,23,24	SF Rule: 19	SF Rule: 19	SF Rule: 22,23,24	SF Rule: 22	SF Rule: 3	
1		plain	vein	they	meet	mist	country	
2		plane	weigh	obey	meat	missed	young	
3		mail	eight	prey	heal	past	touch	
4		male	neighbour	grey	heel	passed	double	
5		break	beige	survey	peace	guest	trouble	
6		brake	veil	they'll	piece	guessed	couple	
7		main	sleigh	they're	reed	disgust	rough	
8		mane	reign	they've	read	discussed	tough	
		<b>Year 2 common exception words</b>						
9		again	people	every	because	any	could	
10	great	even	everybody	behind	busy	would		
11	break	only	eye	beautiful	pass	should		
12	steak	money	bath	after	last	hour		

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 3 Spellings – Autumn 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Spelling Pattern</b>	<b>'y' sounding 'i'</b> The letter 'y' can make a short 'i' sound within words.	<b>Suffixes –ed/ing</b> For one syllable words with a short vowel followed by two or more consonants: just add 'ing'./ 'ed'	<b>Suffixes –ed/ing</b> For verbs that end in 'e': drop the 'e' to add 'ing'/'ed'	<b>Suffixes –ed/ing</b> In one syllable words with a short vowel before one consonant: double the final consonant before adding suffix 'ed'/'ing'.  The letter 'x' is never doubled. Words ending with 'x': just add 'ing'	<b>Suffix –er</b> For one syllable words with a short vowel followed by two or more consonants: just add 'er'	<b>Suffix –er</b> For one syllable words with a short vowel followed by a final consonant: double the final letter	<b>Suffix –er</b> For one syllable words with long vowel sounds or two vowels followed by a final consonant: just add 'er'.
1	myth	blinking	hope	step	send	shop	wait
2	gym	twisting	hoping	stepping	sender	shopper	waiter
3	Egypt	dusting	hoped	stepped	think	rub	boil
4	pyramid	lasting	love	plan	thinker	rubber	boiler
5	mystery	blinked	loving	planning	jump	plan	dream
6	symbol	twisted	loved	planned	jumper	planner	dreamer
7	mysterious	dusted	live	mix	wash	fit	bowl
8	mystical	lasted	living	mixing	washer	fitter	bowler
9	system	helped	lived	mixed	helper	wetter	cooker
<b>Year 2 common exception words</b>							
10	old	floor	kind	both	child	move	water
11	gold	door	mind	most	children	prove	climb
12	cold	poor	find	hold	parents	improve	clothes
13	told	sure	wild	whole	father	many	who

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## Year 3 Spellings – Spring 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spelling Pattern</b>	<b>Adding s to words-'ey' sounding long 'e' (ee)</b> Words ending in -ey, simply add s to for the plural	<b>Adding -es to words ending consonant -y</b> The 'y' changes to 'i' before adding -es	<b>Suffixes -ed/ing</b> The 'y' changes to 'i' before adding -ed. No spelling change when adding -ing.	<b>Words ending -tion</b> If the root verb ends in 't' the suffix 'ion' forms a 'tion' ending	<b>Words ending -tion</b> A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.	<b>Words ending -tion</b> 'otion': the base word usually contains the vowel and is clearly pronounced (long 'o').
		<b>SF Rule: 11 (Year2)</b>		<b>SF Rule: 14</b>	<b>SF Rule: 14</b>	
1	alley	carry	carried	invent	educate	lotion
2	alleys	carries	carrying	invention	education	motion
3	jockey	worry	worried	opt	create	emotion
4	jockeys	worries	worrying	option	creation	potion
5	abbey	tidy	tidied	inject	hesitate	notion
6	abbeys	tidies	tidying	injection	hesitation	commotion
7	chutney	deny	denied	direct	tense	devotion
8	chutneys	denies	denying	direction	tension	motionless
9	journeys	identifies	identified	reflection	sensation	emotional
	<b>Spellingframe CEW 25</b>	<b>Spellingframe CEW 25</b>	<b>Spellingframe CEW 25</b>	<b>Spellingframe CEW 26</b>	<b>Spellingframe CEW 26</b>	<b>Spellingframe CEW 26</b>
10	accident	appear	believe	breath	busy	caught
11	accidentally	arrive	bicycle	breathe	busiest	centre
12	accidental	arrived	actual	breathing	business	century
13	address	answer	actually	build	calendar	certain

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## Year 3 Spellings – Spring 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Spelling Pattern</b>	<b>Words ending-sure</b> The <b>'sure'</b> sound at the end of a word is always spelt <b>'sure'</b> .	<b>Prefix- dis</b> 'dis' means 'not' or 'the opposite of'. It will give the word the opposite meaning.	<b>Prefix –in</b> 'in' usually means 'not'. It will give the root word the opposite meaning.	<b>Prefix- il</b> When added to a root word starting with 'l', 'in' becomes 'il' giving a double 'l' (ll). <b>Prefix- ir</b> When added to a root word starting with 'r', 'in' becomes 'ir' giving a double 'r' (rr).	<b>Prefix- mis</b> 'mis' means 'wrong' or 'the opposite of'. It will give the word the opposite meaning.
	<b>SF Rule: 9</b>	<b>SF Rule: 4</b>	<b>SF Rule: 4</b>	<b>SF Rules: 5 and 6</b>	<b>SF Rule: 6</b>
1	measure	appoint	active	legal	behave
2	treasure	disappoint	inactive	illegal	misbehave
3	pleasure	agree	correct	legible	lead
4	enclosure	disagree	incorrect	illegible	mislead
5	exposure	obey	direct	responsible	spell
6	leisure	disobey	indirect	irresponsible	misspell
7	closure	appear	justice	relevant	count
8	assure	disappear	injustice	irrelevant	miscount
9	measurement	disconnect	incapable	irregular	misunderstand
	<b>Spellingframe CEW 27</b>	<b>Spellingframe CEW 27</b>	<b>Spellingframe CEW 27</b>	<b>Spellingframe CEW 28</b>	<b>Spellingframe CEW 28</b>
10	circle	decide	difficult	eight	experiment
11	complete	decided	disappear	eighth	extreme
12	consider	describe	early	eighty	fame
13	continue	different	earth	enough	famous
14				exercise	favourite
15				experience	February

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## Year 3 Spellings – Summer 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Spelling Pattern</b>	<b>Prefix- un</b> 'un' means 'not'. When added (as a prefix) it will give the word the opposite meaning.	<b>Suffix - ly</b> The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.	<b>Suffix - ly</b> The suffix 'ly' can be simply added to adjectives ending 'l', making adverbs with a double 'l' (ll).	<b>Suffix - ly</b> 'ly' can be simply added to root words that end with 'e' (but not to those ending 'le').	<b>Suffix – ly</b> If the root word ends with 'le', the 'le' is dropped before 'ly' is added	<b>Suffix – ly</b> In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.	<b>Suffix – ly/ally</b> If the root word ends with 'ic', then 'ally' is added rather than just 'ly'
			<b>SF Rule: 8</b>	<b>SF Rule: 8</b>	<b>SF Rule: 8</b>	<b>SF Rule: 8</b>	<b>SF Rule: 8</b>
1	lucky	blind	usual	complete	gentle	happy	comical
2	unlucky	blindly	usually	completely	gently	happily	comically
3	folded	loud	final	extreme	simple	angry	basic
4	unfolded	loudly	finally	extremely	simply	angrily	basically
5	usual	glum	real	polite	humble	merry	dramatic
6	unusual	glumly	really	politely	humbly	merrily	dramatically
7	able	neat	eventual	rude	noble	noisy	musical
8	unable	neatly	eventually	rudely	nobly	noisily	musically
9	fairly	quick	final	brave	cuddle	grumpy	fantastic
10	unfairly	quickly	finally	bravely	cuddly	grumpily	fantastically
	<b>Spellingframe CEW 29</b>	<b>Spellingframe CEW 29</b>	<b>Spellingframe CEW 30</b>	<b>Spellingframe CEW 30</b>	<b>Spellingframe CEW 30</b>	<b>Spellingframe CEW 31</b>	<b>Spellingframe CEW 31</b>
11	forward	guide	imagine	interest	know	medicine	notice
12	fruit	heard	material	interested	known	mention	often
13	grammar	heart	increase	interesting	knowledge	minute	occasion
14	group	height	increased	island	learn	naughty	occasionally
15	guard	history	important	library	length	natural	opposite

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## Year 3 Spellings – Summer 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spelling Pattern</b>	<b>Suffix – ful/-less</b> The suffix 'ful' means 'full of'. It turns a noun into an adjective. The consonant suffix 'less' means 'without'. It turns a noun into an adjective.	<b>The possessive apostrophe</b> The apostrophe shows possession (or ownership). It goes before the 's' when there is one person or thing.	<b>Plural of words ending –o</b> Plurals of words ending in -o are usually made by adding -es. <b>Plural of words ending –f/-fe</b> To make a plural of a word ending in -f, or –fe change the f /fe to a v and add es.	<b>Irregular plurals</b> Many English words become plural by changing their vowels, such as oo to ee or an to en. Some words change in spelling substantially when made plural.	<b>Irregular past tense 'ow' to 'ew'</b> Changing the medial vowel from 'o' to 'e' changes present tense to past tense in these words.	<b>Irregular past tense 'in' to 'an'</b> Changing the medial vowel from 'i' to 'a' changes present tense to past tense in these words.
1	joyful	rabbit's	torpedo	mouse	grow	ring
2	joyless	friend's	torpedoes	mice	grew	rang
3	powerful	lady's	tomato	foot	blow	sing
4	powerless	flower's	tomatoes	feet	blew	sang
5	meaningful	teacher's	hero	tooth	know	swim
6	meaningless	farmer's	heroes	teeth	knew	swam
7	thoughtful	plant's	knife	man	throw	drink
8	thoughtless	soldier's	knives	men	threw	drank
9	careful	school's	leaf	child	fly	think
10	careless	room's	leaves	children	flew	thought
	<b>Spellingframe CEW 32</b>	<b>Spellingframe CEW 32</b>	<b>Spellingframe CEW 33</b>	<b>Spellingframe CEW 33</b>	<b>Spellingframe CEW 34</b>	<b>Spellingframe CEW 35</b>
10	ordinary	position	probably	recent	separate	therefore
11	particular	possess	promise	regular	special	through
12	peculiar	possession	purpose	reign	strange	though
13	perhaps	possibly	quarter	remember	strength	thought
14	popular	potatoes	question	sentence	suppose	woman
15					surprise	women

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