



Year 3 Spelling programme: Term 1

Pupils should be taught:

Phonics, spelling and vocabulary

Revision and consolidation from Key Stage 1

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:

- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries, etc.;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 how the spellings of verbs alter when *-ing* is added;

9 to investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle*;

10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-*;

11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy, appear/disappear*;

Week	Objective	Example Words
1.	Revision – effect of adding 'ing' and 'ed' to short vowel verbs ending in single and multiple consonants	Examples of verbs containing short vowel phonemes: ending in two consonant phonemes: <i>milk, milking, milked, hand, handing, handed, help, helping, helped</i> ending in one phoneme represented by 2 or 3 letters: <i>fetch, fetching, fetched, wish, wishing, wished, miss, missing, missed, rock, rocking, rocked, long, longing, longed</i>
2.	Revision – effect of adding 'ing' and	ending in one consonant: <i>fan, fanning, fanned, beg, begging, begged, fit, fitting, fitted, hop, hopping, hopped, knot, knotting, knotted, rot, rotting, rotted, stop, stopping, stopped, hug, hugging, hugged, hum, humming, hummed</i>



	'ed' to long vowel verbs	Examples of verbs containing long vowel phonemes: <i>chase, time, phone, prune, enjoy, disturb, jerk, growl, bark, squirt, shout, turn, yawn, share, snore, steer, haul, call</i>
3.	Investigate the spelling pattern 'le' in multisyllabic words with short vowels and long vowels	Examples of multisyllabic words ending in 'le' with: short vowel with one phoneme represented by a double letter: <i>little, middle, muddle, bottle, apple, kettle, puddle, wriggle, wobble, nettle, cuddle, bubble, sizzle</i> short vowel with two phonemes/two letters: <i>scramble, simple, candle, uncle, handle, grumble, crumple</i> long vowel: <i>cradle, people, table, poodle, needle, circle</i>
4.	Revise 'W' special, in multisyllabic words	Words with /w/o/ phonemes: <i>want, wanted, wand, wander, wasp, waspish, watch, watching, wash, washing, was, wasn't, wallet, whatever, watchstrap, washstand, swamp, swamping, swap, swapping, swallow, squander, squashing, squabble, squadron, quarrel, quantity</i> Words with /w/ir/ phonemes: <i>worship, working, worldly, woodworm, worsening, worthless, homework, framework</i> Words with /w/or/ phonemes: <i>warfare, warmer, wardrobe, warthog, warning</i>
5.	Revision in multisyllabic words containing prefixes ('un' and 'dis')	Examples of words with prefixes un- containing long vowel phonemes: <i>unpaid, unsafe, unseen, unclear, untied, unlike, undo, unglue, unused, unworn, unknown, unharmed, unbound, unhurt, unfair, unlearn, unable, unfriendly, untie, unfold, unimportant, unforgettable, uncertain, unearth, unheard, unforgiving, unsure, unclear, unlawful</i>
6.		dis- <i>disagree, dislike, disapprove, disown, disappoint, disturb, disappear, disable, disgrace, disintegrate, dislike, displease, disallow, disorder, disarm, disappoint, disagree, disobey</i>
7.	Revise past and present tense of irregular verbs from Y1/2 list	Examples of irregular verbs from the high frequency word list: <i>be/being/been; come/came; do/doing/did; have/having/had; make/made; run/ran; take/taking/took; go/went; is/was; are/were; put/putting/put</i>
8.	Prefixes 're', 'pre', 'de'	Examples of words with prefixes de- and pre- containing long vowel phonemes: <i>deflate, decrease, de-ice, decompose, decode, deform, depart, defuse, defrost, defraud, design, devote, prepaid, prepare, preface, preview, pre-soak, pre-tuned, premature, precooked,</i>
9.		re- : <i>redo, refresh, return, reappear, redecorate, repaid, retain, replay, replace, reread, reheat, review, rewrite, reload, remove, refuel, reuse, reboot, reform, reborn, restart, rejoin, return, redrawn, relearn cooked – precooked, uncooked;</i>
10.	More prefixes	mis-, in- <i>misbehave, mislead, misspell (mis + spell)</i> <i>inactive, incorrect</i> <i>illegal, illegible</i> <i>immature, immortal, impossible, impatient, imperfect</i> <i>irregular, irrelevant, irresponsible</i>
11.		sub- : <i>subdivide, subheading, submarine, submerge</i> inter- : <i>interact, intercity, international, interrelated (inter + related)</i> super- : <i>supermarket, superman, superstar</i> anti- : <i>antiseptic, anti-clockwise, antidote</i> auto- : <i>automatic, autograph</i>



12.	Possessive apostrophe with plural words	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population.)
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** Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS**

Year 3 Spelling programme: Term 2

Pupils should be taught:

Phonics, spelling and vocabulary

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:

- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 how words change when *er, est,* and *y* are added;

9 to investigate and identify basic rules for changing the spelling of nouns when *s* is added;

10 to investigate, read and spell words with silent letters, e.g. *knees, gnats, wrinkle*;

11 to use the terms 'singular' and 'plural' appropriately;

12 to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath*; and to use this knowledge to support their spelling;

13 to recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less*;

14 to use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless*;

15 to use the apostrophe to spell shortened forms of words, e.g. *don't, can't*;

16 to use the term 'suffix'.

Week	Objective	Example Words
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1.	Revision of long vowel phonemes using compound words (some with silent letters)	Examples of compound words containing long vowel phonemes: <i>upstairs, paintbrush, daylight, playground, greenhouse, weekend, anywhere, deadline, breakfast, lighthouse, goalkeeper, horseshoe, bluebell, football, popcorn, gunpowder, churchyard, blackbird, drawbridge, earthworm</i> Examples of compound words containing silent letters (some also with long vowel phonemes): <i>cupboard, penknife, wristband, kneepad, thumbnail, handwrite, doorknob, shipwreck, knucklebone, knighthood, swordfish</i>
2.	Explore silent letters as the tricky bits in words	Examples of high frequency words with silent letters: <i>knife, knee, knit, knock, knight, knuckle, knob, knot, kneel, know, gnash, gnat, gnomes, gnarled, gnaw, thumb, lamb, dumb, crumb, write, wreck, wrist, wrong, wrapper, sword, answer</i>
3.	Effect of adding 'er', 'est', 'y' to adjectives containing short vowels creating multisyllabic words	Examples of words containing short vowel (final consonant doubles): <i>sad/sadder/saddest, flat/flatly/flattest, mad/madder/maddest, big/bigger/biggest, hottest, thinner, fattest, etc.</i> Examples of words ending in -y, replaced with 'i': e.g. <i>funny/funnier/funniest, runny, nutty, sunny, etc.</i>
4.	Effect of adding 'er', 'est', 'y' to adjectives containing long vowels creating multisyllabic words	Examples of words containing long vowel phonemes where suffix er, est, y can be added: <i>fair, late, lazy, safe, deep, sleep, cheek, near, neat, mean, weak, dear, clean, cheap, light, tight, wide, ripe, nice, bony, smoky, close, sore, rude, cool, short, sharp, smart, dark, large, loud, tiny</i>
5.	Revision in multisyllabic words: singular and plural nouns	Examples of nouns containing long vowel phonemes: <i>sail/sails, brain/brains, day/days, age/ages, goal/goals, plate/plates, bone/bones, shoe/shoes, owl/owls, coin/coins, light/lights, beach/beaches, church/churches, leaf/leaves, life/lives, loaf/loaves, fly/fly, party/parties, army/armies, baby/babies</i>
6.	High frequency regular and irregular plurals	Examples of irregular and regular plurals from high frequency word list: <i>men, women, people, babies, children, friends, animals, sheep, teeth, feet, mice, geese</i>
7.	The suffix -ly	<i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically, homely, lonely, surely, proudly, personally</i>
8.	Investigate spelling patterns and meanings of suffixes Suffixes, 'ful', 'less'	Examples of words containing long vowel phonemes with suffixes -ful, and -less: <i>faithful, painful/-less, shameful, hateful, careful/-less, speechless, cheerful, freely, nearly, peaceful, delightful, likely, hopeful/-less, , useful/-less, tuneful/-less, forgetful, joyful, sorrowful, avoidable, , hurtful, fearless, beautiful, (doubtful – silent letter)</i>
9.	Revision in multisyllabic Words Use root words and suffixes to create new words	Examples of words containing long vowel phonemes with suffixes -er and -able: <i>teacher, reader, driver, farmer, teenager, baker, grower, readable, likeable, avoidable, enjoyable</i>
10.	Adding suffixes beginning with vowel letters to words of more than one syllable	<i>forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation</i>



11.	Investigate the use of the apostrophe by matching the full and elided forms of words	Examples of high frequency words with apostrophes: Pronouns and verbs: <i>I'm, I've, I'd, I'll, she's, he's, it's, there's</i> Verbs/negative form: <i>do/don't, did/didn't, can/can't, is/isn't, will/- won't, does/doesn't, are/aren't, have/haven't, must/mustn't</i>
12.	Words with the /eɪ/ sound spelt ei, igh, or ey	vein, weigh, eight, neighbour, they, obey

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Year 3 Spelling programme: Term 3

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- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 to identify short words within longer words as an aid to spelling;

9 to recognise and spell the prefixes *mis-, non-, ex-, co-, anti-*;

10 to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense*, and to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace*;

11 to use the apostrophe to spell further contracted forms, e.g. *couldn't*



Week	Objective	Example Words
1.	Further revision and extension of words with apostrophes	Examples of words with apostrophes: <i>couldn't, wouldn't, shouldn't, weren't, hadn't, hasn't, shan't; we'll, he'll, she'll, you'll, who'll, they'll; he'd, we'd, you'd, who'd, they'd; we're, you're, who're, they're; we've, you've, they've, couldn't, wouldn't, shouldn't, weren't, hadn't, hasn't, we'll, you'll, we're, you're, we've, you've, I'll, I'm, I've, I'd</i>
2.	Multisyllabic words (words within words)	Examples of multisyllabic words where you can identify smaller words with associated meanings: <i>signature, woman, women, children, lonely, fourteen, sixteen, seventeen, eighteen, nineteen, another, because, window, clothes, balloon, different, birthday, disappearance, frighten</i>
3.	High frequency words: 'th' and 'wh'	Examples of high frequency words with th or wh: <i>that, them, there, then, their, than, these, those, they're, they've; when, what, where, who, why, while</i>
4.	Prefixes: 'mis', 'co', 'non', 'anti', 'ex'	Examples of words with range of prefixes also containing long vowel phonemes: <i>misbehave, miscalculate, misplace, miscount, misdeal, misfire, misfortune, mishear, misinform, misread, mistake;</i>
5.		<i>non-smoker, non-starter; export, explode, exchange, exclaim, external, exile; cooperate, co-writer; antidote, antifreeze, anti-clockwise</i>
6.	Prefixes: Revise all prefixes from Y3	Examples of words with range of prefixes also containing long vowel phonemes (revision terms 1 and 3): <i>ungrateful, unworn, unknown, preview, premature, prepare, decrease, depart, replay, rebound, return, disagree, disappoint, disappear, misbehave, mishear, exclaim, cooperate, anti-clockwise</i>
7.	Investigate words ending in vowels, 'f', 'y' and irregular plurals	Examples of words containing long vowel phonemes to use for plural investigation: <i>scarf, hoof, knife, thief, daisy, story, country, birthday, holiday, cargo, peach, torch, circus, tooth, goose, mouse, sheep</i>
8.	To explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. <i>form</i> (shape or document), <i>wave</i> (gesture, shape or motion)	age crane letter leaves watch fit club spot flat dear train bank grate table jam fat light snap safe arms rose pop warm plain wave lead form tug lead plane last wound ring stand race float bat sow sound book gum foot yard read
9.	near-homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll,
10.	The suffix -ation	information, adoration, sensation, preparation, admiration
11.	Words with endings sounding like /ʒə/ or /tʃə/	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
12.	Endings which sound like /ʒən/	division, invasion, confusion, decision, collision, television



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