

Autumn 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Alternate pronunciations | Word Endings | Prefixes | Suffixes | Homophones/Near Homophones | Y3 Word List | Other Spelling Skills  Half Termly Spelling Coverage  Year 3 |
| Revision of Y2 Spelling Rules and Common Exception Words. | | | | | | |

Autumn 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Alternate pronunciations | Word Endings | Prefixes | Suffixes | Homophones/Near Homophones | Y3 Word List | Other Spelling Skills |
|  | -sure  The ending sounding like /ʒə/ is always spelt –sure.  ***measure, treasure, pleasure, enclosure***  **-sion**  If the ending sounds like /ʒən/, it is spelt as –sion.  ***division, invasion, confusion, decision, collision, television*** |  | -ly  The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.  ***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*** | Break/brake | Revise and secure any gaps in Y2 CEWs. | Use the first two or three letters of a word to check its spelling in a dictionary |

Spring 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Alternate pronunciations | Word Endings | Prefixes | Suffixes | Homophones/Near Homophones | Y3 Word List | Other Spelling Skills |
| The /ʌ/ sound spelt ou  ***young, touch, double, trouble, country*** | Revise – The ending sounding like /ʒə/ is always spelt –sure.  ***measure, treasure, pleasure, enclosure***. | dis-  Most prefixes are added to the beginning of root words without any changes in spelling  ***disappoint, disagree, disobey***  The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.  in–: ***inactive, incorrect***  Before a root word starting with l, in– becomes il.  ***illegal, illegible*** | Revise–ly rules previously taught in Autumn 2. |  | learn  minute  circle  often  eight  eighth  arrive  strange  decide  appear  notice | Use the first two or three letters of a word to check its spelling in a dictionary |
| The /ɪ/ sound spelt y elsewhere than at the end of words  ***myth, gym, Egypt, pyramid, mystery*** | -ation  The suffix –ation is added to verbs to form nouns.  ***information, adoration, sensation, preparation, admiration, presentation*** |
| Words with the /k/ sound spelt ch (Greek in origin)  ***scheme, chorus, chemist, echo, character*** | -ous  Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.  **poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous**  If there is an /i:/ sound before the –ous ending, it is usually spelt as i.  ***serious, obvious, curious***  but a few words have e.  **hideous, spontaneous, courteous** |

Spring 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Alternate pronunciations | Word Endings | Prefixes | Suffixes | Homophones/Near Homophones | Y3 Word List | Other Spelling Skills |
| Words with the /ʃ/ sound spelt ch (mostly French in origin)  ***chef, chalet, machine, brochure*** | -gue  Words ending with the /g/ sound spelt – gue.  ***league, tongue*** | Revise in and il prefixes.  The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.  Teach the variation- im-  Before a root word starting with m or p, in– becomes im–  ***immature, immortal, impossible, impatient, imperfect*** | -ly  Revise reprevious –ly rules and introduce new rule- If the root word ends with –le, the –le is changed to –ly.  ***gently, simply, humbly, nobly*** | accept/except  great/grate | group  busy  difficult  different  describe  grammar  disappear  February  special  answer  fruit  earth  early | Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  Know the grammatical difference between plural  and possessive –s. |
| Revise- The /ɪ/ sound spelt y elsewhere than at the end of words  ***myth, gym, Egypt, pyramid, mystery*** | Adding suffixes beginning with vowel letters to words of more than one syllable  If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.  ***forgetting, forgotten, beginning, beginner, prefer, preferred***  The consonant letter is not doubled if the syllable is unstressed.  ***gardening, gardener, limiting, limited, limitation*** |
| Words with the /eɪ/ sound spelt ei, eigh, or ey  ***vein, weigh, eight, neighbour, they, obey*** | Revise –sion words  If the ending sounds like /ʒən/, it is spelt as –sion.  ***division, invasion, confusion, decision, collision, television*** |  |  |  |  |  |

Summer 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Alternate pronunciations | Word Endings | Prefixes | Suffixes | Homophones/Near Homophones | Y3 Word List | Other Spelling Skills |
| Words with the /s/ sound spelt sc (Latin in origin)  ***science, scene, discipline, fascinate, crescent*** | Endings which sound like /ʃən/, spelt –tion It is used if the root word ends in t or te.  ***invention, injection, action, hesitation, completion*** | Revise dis-.  **disappoint, disagree, disobey** | Revise- Adding suffixes beginning with vowel letters to words of more than one syllable  (See Spring 2) | groan/grown  scene/seen | woman  remember  believe  heard  bicycle  address  accident  accidentally  opposite  regular  calendar | Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  Know the grammatical difference between plural  and possessive –s. |
| Revise- The /ʌ/ sound spelt ou  ***young, touch, double, trouble, country*** | Revise the word ending –sure  **measure, treasure, pleasure, enclosure** | -ous  See Spring 1 for the different rules for adding -ous. |
| Revise- Words with the /eɪ/ sound spelt ei, eigh, or ey  ***vein, weigh, eight, neighbour, they, obey*** |

Summer 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Alternate pronunciations | Word Endings | Prefixes | Suffixes | Homophones/Near Homophones | Y3 Word List | Other Spelling Skills |
| Revise- ou  The /ʌ/ sound spelt ou  ***young, touch, double, trouble, country*** | -que  Words ending with the /k/ sound spelt –que (French in origin)  ***antique, unique*** | super-  super– means ‘above’.  ***supermarket, superman, superstar*** | Revise –ly and -ation | peace/piece  weather/whether | interest  probably  business  enough  favourite  promise  possible  certain  particular  suppose  sentence  recent  heart |  |
| Revise- ch  Words with the /k/ sound spelt ch (Greek in origin)  ***scheme, chorus, chemist, echo, character*** | re-  re– means ‘again’ or ‘back’.  ***redo, refresh, return, reappear, redecorate*** | -ssion  –ssion is used if the root word ends in ss or –mit.  ***expression, discussion, confession, permission, admission***  –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.  ***expansion, extension, comprehension, tension*** |
| Revise- Words with the /eɪ/ sound spelt ei, eigh, or ey  ***vein, weigh, eight, neighbour, they, obey*** |