

Half-termly spelling lists Year 3

AUTUMN 1: <u>revision</u> of year 2 suffixes/homophones-near homophones/conjunctions					
Week 1 Suffixes	Week 2 Suffixes	Week 3 Suffixes	Week 4 Suffixes	Week 5 Common homophones/n ear homophones	Week 6 Common conjunctions
-ment -ful -less -ness	-ment -ful -less -ness	-ly -tion	-ly -tion	there their they're two to too quiet quite hear here	when while after before although because since until once where
enjoyment movement careful colourful joyful painless endless pointless sadness kindness	employment disappointment cheerful hopeful helpful fearless hopeless useless forgiveness shyness	firstly brightly quietly quickly softly action attention relation fiction non-fiction	hopefully carefully thankfully politely suddenly injection station nation section rejection		

AUTUMN 2: Year 3 / 4 spelling patterns

Adding suffixes beginning with vowel letters to words of more than one syllable

<p>Week 1 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. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>Week 2 The // ɪ sound spelt y elsewhere than at the end of words</p>	<p>Week 3 The /ʌ/ sound spelt ou</p>	<p>Week 4 Most prefixes are added to the beginning of root words without any changes in spelling</p>	<p>Week 5 Most prefixes are added to the beginning of root words without any changes in spelling</p>	<p>Week 6 <i>Revision</i> <i>Mixed rules /patterns</i></p>
<p>forgetting forgotten beginning beginner prefer preferred gardening gardener limiting limited</p>	<p>myth mythical pyramid mystery egypt gym gymnastics lyric cygnet gypsy</p>	<p>young touch double trouble country couple cousin courage rough tough</p>	<p>disappoint disagree disobey misbehave mislead misspell incorrect inactive incomplete inability</p>	<p>unable undo unkind disappoint disagree disobey misbehave misfire misheard misfortune</p>	<p>beginning pyramid cousin rough disappointed misbehave incomplete gardener limited courage</p>

**SPRING 1:
MORE PREFIXES!**

<p>Week 1 Prefixes and their meaning <i>re-</i> <i>sub-</i></p>	<p>Week 2 Prefixes and their meaning <i>super-</i> <i>anti</i></p>	<p>Week 3 Prefixes and their meaning <i>inter-</i> <i>auto-</i></p>	<p>Week 4 Suffixes -ation -ly The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. 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.</p>	<p>Week 5 Suffix -ly : Exceptions: (1) 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. If the root word ends with –le, the –le is changed to –ly If the root word ends with –ic, –ally is added rather than just –ly, except in the</p>	<p>Week 6 <i>Revision</i> <i>Mixed rules</i> <i>/patterns</i></p>
<p>redo refresh return reappear redecorate subheading submarine submerge subtract subtraction</p>	<p>superman superwoman superhuman superstar supermarket anticlockwise antiseptic antibiotic antisocial antifreeze</p>	<p>interact intersect interactive international interfere automatic autobiography autograph autopilot autocue</p>	<p>information adoration sensation preparation admiration sadly completely usually finally quickly</p>	<p>happily angrily gently simply humbly basically frantically dramatically magically musically</p>	<p>reappear subtraction supermarket antisocial international autobiography information completely angrily dramatically</p>

SPRING 2: word endings, suffixes and ch

<p>Week 1</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher</p>	<p>Week 2</p> <p>Endings which sound like /ʒən/</p> <p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>Week 3</p> <p>The suffix –ous</p> <p>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. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>Week 4</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.</p>	<p>Week 5</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>	<p>Week 6</p> <p><i>Revision</i></p> <p><i>Mixed rules /patterns</i></p>
<p>measure pleasure treasure enclosure exposure creature furniture picture nature adventure</p>	<p>division invasion confusion decision discussion television comprehension revision conclusion impression</p>	<p>various famous dangerous jealous obvious curious enormous tremendous serious hideous</p>	<p>injection action hesitation invention completion musician politician mathematician electrician magician</p>	<p>scheme chorus chemist Christmas echo character chef chalet machine brochure</p>	<p>measure creature division various famous invention magician chemist machine character</p>

SUMMER 1: word endings, eight/ei/ey, homophones, plural apostrophes

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p>Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).</p>	<p>Homophones</p>	<p><i>Homophones and near homophones</i></p>	<p>Revision</p> <p>Mixed rules/patterns</p>
<p>league tongue antique unique science scientific scene discipline fascinate</p>	<p>vein weigh weight weightless eighteen eighty neighbour they obey</p>	<p>girls’ boys’ babies’ teachers’ parents’ children’s men’s mice’s people’s</p>	<p>accept except affect effect break brake groan grown meet</p>	<p>heel heal he’ll whether weather piece peace reign rein</p>	<p>tongue science weight eighteen neighbour children’s teachers’ except whether</p>

crescent	grey	herd's	meat	rain	peace
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SUMMER 2:					
Statutory spelling words year 3 / 4 + revision spelling patterns already taught					
<i>Week 1 Statutory words</i>	<i>Week 2 Statutory words</i>	<i>Week 3 Statutory words</i>	<i>Week 4 Statutory words</i>	<i>Week 5 Statutory words</i>	<i>Week 6 Revision Mixed rules</i>
arrive address answer appear breath build caught century complete	describe different difficult eight enough experiment famous February grammar	heart height history important interest island learn length material	natural often perhaps position possible probably question reign remember	straight strange surprise though thought through various weight woman	colourful happiness quietly weightless unhelpful musician discussion curious character

continue	group	minute	special	women	science
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