



YEAR 3

A Parent's Guide to Practising Spellings at Home

Why spelling practice matters

In Key Stage 2, the focus is on developing accuracy as well as a range of strategies for spelling.

Although teachers will highlight spelling errors to children, it is important children recognise for themselves when they have made an error and know a range of strategies for correcting inaccuracies. By this stage, children will have a range of spelling strategies that they will have been taught to draw on. Children will use the strategy which best suits their learning style and works best for them.

Helping at Home

Parents can support children by practising any spelling patterns or spelling investigations which are sent home as part of home learning and also by helping children to read and spell the Y3/4 word lists (included in this document).

Children will practise these spellings throughout the week in spelling lessons and will be tested on a Friday using some of the words from each week or others with similar spelling patterns.

We will track your child's progress in spelling through the statutory word lists and half-termly reviews.

Remember to make practising the words enjoyable and not a chore.

The suggestions below may help.

Ideas for how to practise spellings

Make It Daily, Short & Fun  10–15 minutes a day is ideal  Little and often works better than long sessions once a week	Start with These Methods  Look, Cover, Write, Check 1. Look at the word 2. Cover it 3. Write it Check it  Repeat 3–5 times for each word	 Pyramid Words Build the word letter by letter: s sp spe spel spell								
 Spelling Target Practice Pick 5 tricky words a week Write each in a sentence Say them out loud and spell them aloud	 Rainbow Write Choose your 3 favourite crayons to rainbow write your spelling words. Write each word first in pencil then trace over each word three times. Each time you trace, you must use a different colour crayon.	Active Games to Make It Stick  Word Jumble: Mix up the letters of the word – can your child unscramble it?  Hangman: Classic spelling fun  Silly Songs: Sing the spellings to a tune they know								
Link Words to Meaning Understanding what words mean helps spelling stick. Try: Drawing a picture for each word Matching definitions Using each word in a silly or interesting sentence	Practise in Context Let them: Write short stories or sentences using their spelling words Spot spelling words in books or homework Create their own mini spelling test	Break Tricky Words into Parts For example: environment = en–vi–ron–ment necessary = one collar, two sleeves (funny memory tip!)								
ABC Order Write your spelling words in alphabetical order. Be sure to look at the first letter of each word. If the first letter is the same, look at the second letter.	Spelling Paragraph Write a paragraph using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.	Rhyming Words Choose eight of your spelling words. First write each spelling neatly. Think of a rhyming word for each spelling word. Write the new rhyming word next to your spelling word. *Example: cries, tries								
Spelling Sort Think of a way to sort your spelling words. Write your word sort neatly. You may want to sort your words by: syllables, beginning sounds, part of speech (nouns, verbs, adjectives, other), vowel sounds The possibilities are endless! Have fun!	Fancy Letters Write each of your spelling words neatly using fancy letters. Your letters can have curly-q’s or dots, for example. Have fun and be creative!	Parts of Speech Sort your spelling words according to their part of speech: Noun, adjective, verb, other Make a chart like the one below: <table><tr><td>Noun</td><td>Adjective</td><td>Verb</td><td>Other</td></tr><tr><td>Apple</td><td>Red</td><td>Eat</td><td>slowly</td></tr></table>	Noun	Adjective	Verb	Other	Apple	Red	Eat	slowly
Noun	Adjective	Verb	Other							
Apple	Red	Eat	slowly							
Word Shapes Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.										

Statutory Spelling Words for Year 3 and 4 from National Curriculum

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Autumn Term 1

Week 1	Week 2	Week 3
<i>Revise Y2 suffixes (word endings) -s, -es, -er, -ed, -ing</i>	<i>Revise Y2 suffixes (word endings) -s, -es, -er, -ed, -ing</i>	<i>Prefix (word beginning) dis-, un-</i>
walks runs claps chats sings searches hopes waves reaches smiles likes bakes dishes cruises walked skipped chatted searched hoped waved reached smiled liked baked planned floated clapped	walking running skipping chatting singing searching hoping waving reaching smiling liking baking planning floating clapping running walker runner skipper chatter singer searcher smiler baker planner floater clapper runner	unhappy unwell unclean unable unlucky unfasten untruthful unwanted dislike dishonest disobey disagree disappoint discomfort disappear disbelieve
Week 4	Week 5	Week 6
<i>'ai' sound spelt 'ei' 'ey' 'aigh'</i>	<i>Homophones (words that sound the same)</i>	<i>Contractions (Using an apostrophe to shorten a word)</i>
they grey prey survey obey beige seize ceiling sleigh neighbour eight eighth weigh weight rein height vein rein neigh straight	break brake grate great eight ate weight wait son sun to two too there their hear here sea see blue blew bear bare one won night knight flour flower right write	I'm you're she's he's it's we're they're I'll he'll she'll we'll they'll can't don't didn't isn't aren't wasn't weren't

Autumn Term 2

Week 1	Week 2	Week 3
<i>Homophones</i>	<i>mis- prefix</i>	<i>re- prefix</i>
break brake grate great eight ate weight wait son sun to two too there their hear here sea see blue blew bear bare one won night knight flour flower right write	misspell misplace mislaid mislead misbehave misfortune misunderstand misuse mishear mistreat misread misjudge	redo return replay refill revisit replace recycle reappear rebuild reposition rewrite reread recount recommend reliable
Week 4	Week 5	Week 6
<i>Statutory Words</i>	<i>'i' sound spelt 'y'</i>	<i>'g' sound spelt -gue 'k' sound spelt -que</i>
See National Curriculum word list attached.	symbol hymns crystal typical mystery syrup myth lyrics pyramid cygnet Egypt gym	league plague vague rogue fatigue intrigue catalogue antique unique boutique mosque oblique

Spring Term 1

Week 1	Week 2	Week 3
<i>Suffix -ness, -ful</i>	<i>Prefix sub- -tele</i>	<i>-anti - prefixes</i>
fearful playful beautiful wishful hopeful forgetful pitiful hateful painful successful sadness happiness brightness loneliness fairness kindness nastiness loveliness fitness foolishness tidiness	submarine submerge subzero subheading subway subterranean subsoil subfolder subgroup subtitle telephone telegraph telescope television teleport telepath	antifreeze antisocial antiseptic anticlockwise antibiotic antivenom antigravity
Week 4	Week 5	Week 6
<i>'s' sound spelt ch, s or ss</i>	<i>-ly suffix (change y to an i)</i>	<i>-ly suffix</i>
chef shop sure mission special brochure sugar	happily angrily easily sensibly fussily merrily greedily luckily noisily busily clumsily lazily	quickly sadly finally perfectly happily quietly unfortunately suddenly actually accidentally occasionally

Spring Term 2

Week 1	Week 2	Week 3
<i>Prefix -auto -super</i>	<i>Homophones and near homophones</i>	<i>split diagraphs – long vowel sounds</i>
autograph automobile automatic autopilot autobiography supermarket superstar supercar supermarket superman superwoman supernatural	accept except affect effect ball bawl berry bury brake break fair fare grate great groan grown here hear heel heal	cake time home complete arrive decide describe extreme guide surprise
Week 4	Week 5	Week 6
<i>double consonants</i>	<i>'k' sound spelt ch</i>	<i>-ally suffix</i>
appear disappear address difficult different grammar occasion opposite pressure suppose rabbit running swimming biggest hopping better letter dinner addressed beginning occurrence equipped committee accommodation embarrassment	ache anchor Christmas School Choir Chorus Character Chemist Echo Architect scheme orchestra chaos mechanic	basically frantically comically energetically scientifically terrifically enthusiastically magically logically physically practically automatically specifically dramatically

Summer Term 1

Week 1	Week 2	Week 3
<i>Review suffixes -ed -ing – s -es -ness -ful -less -ly</i>	<i>-ly suffix (le changed to -ly)</i>	<i>Vowel digraphs ee ea e-e ie y ey</i>
Use sample of previously taught words listed below	gently simply humbly sensibly horribly possibly terribly responsibly probably	See below for sample words
Week 4	Week 5	Week 6
<i>in- prefix il- and im- prefixes</i>	<i>ir- prefix</i>	<i>inter- prefix</i>
inactive incorrect incapable indirect invalid inaccurate increase inaudible important immature impatient impolite imperfect immobile illegal illegible illiterate	irregular irrelevant irrational irresistible irresponsible	interact interlock interview intermingle interactive international interrupted interchange <i>Review and reflect on half term – spelling test</i>

Week 1 words – Review suffixes

<i>-ed</i>	<i>-ing</i>	<i>-s</i>	<i>-es</i>	<i>-ness</i>	<i>-ful</i>	<i>-less</i>	<i>-ly</i>
walked skipped chatted searched hoped waved reached smiled liked baked planned floated clapped	walking running skipping chatting singing searching hoping waving reaching smiling liking baking planning floating clapping running	walks runs claps chats sings	searches hopes waves reaches smiles likes bakes dishes cruises	sadness happiness brightness loneliness fairness kindness nastiness loveliness fitness foolishness tidiness	fearful playful beautiful wishful hopeful forgetful pitiful hateful painful successful	hopeless helpless fearless careless endless homeless powerless speechless thankless painless	happily angrily easily sensibly fussily merrily greedily luckily noisily busily clumsily lazily quickly sadly finally perfectly happily quietly unfortunately suddenly actually

							accidentally occasionally
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Week 3 - ee ea e-e ie y ey

ee	ea	e-e	ie	y	ey
see tree feet green sheep sweet need three	sea eat each teacher bead dream meat clean	these theme complete concrete athlete delete extreme compete	chief field belief piece niece	happy funny sunny angry baby lucky	key donkey monkey chimney hockey turkey

Summer Term 2

Week 1	Week 2	Week 3
<i>Revise last half term spelling words</i>	<i>'u' sound spelt 'ou'</i>	<i>sion and -tion -ation endings</i>
Practise some spellings from Summer 1	young tough rough touch cousin double trouble country encourage	decision television explosion confusion tension possessions attention question mention position information preparation admiration sensation determination publication multiplication operation
Week 4	Week 5	Week 6
<i>Homophones</i>	<i>Statutory Word Lists</i>	<i>Statutory Word Lists</i>
fair fare grate great groan grown here hear heel heal he'll rein rain reign ball bawl berry bury brake break eight ate weight wait son sun to two too there their sea see blue blew bear bare one won night knight flour flower right write	<i>Statutory Word Lists</i>	<i>Statutory Word Lists</i>