



Year 3 Spelling LTP



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Homophones/Near (Y1/2) Homophones long á some words sound the same as another but are spelt differently or have a different meaning	'ei' sounding 'ay' In some words 'ei' together make a long 'a' sound (ay).	'ey' sounding 'ay' In some words 'ey' together make a long 'a' sound (ay).	Homophones/Near (Y1/2) Homophones long é 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	'ou' sounding 'u' 'ou' can make a sound like short 'u' (could/cud).	'y' sounding 'i' The letter 'y' can make a short 'i' sound within words.	
Autumn 2	Suffixes -ed/ing (Y2) For one syllable words with a short vowel followed by two or more consonants: just add 'ing'./ 'ed'	Suffixes -ed/ing (Y2) For verbs that end in 'e': drop the 'e' to add 'ing'/'ed'	Suffixes -ed/ing (Y2) In one syllable words with a short vowel before one consonant: double the final consonant before adding suffix 'ed'/'ing'.	Suffixes -ed/ing The letter 'x' is never doubled. Words ending with 'x': just add 'ing'	Suffix -er (Y2) For one syllable words with a short vowel followed by two or more consonants: just add 'er'	Suffix -er (Y2) For one syllable words with a short vowel followed by a final consonant: double the final letter	Suffix -er (Y2) For one syllable words with long vowel sounds or two vowels followed by a final consonant: just add 'er'.	Adding s to words- 'ey' sounding long 'e' (ee)(Y2) Words ending in -ey, simply add s to for the plural
Spring 1	Adding -es to words ending consonant -y (Y2) The 'y' changes to 'i' before adding -es	Suffixes -ed/ing (Y2) The 'y' changes to 'i' before adding -ed. No spelling change when adding -ing.	Words ending -tion (Y2) If the root verb ends in 't' the suffix 'ion' forms a 'tion' ending	Words ending -tion (Y2) A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.	Words ending -tion (Y2) 'otion': the base word usually contains the vowel and is clearly pronounced (long 'o').	Words ending -sure The 'sure' sound at the end of a word is always spelt 'sure'.	Prefix- dis 'dis' means 'not' or 'the opposite of'. It will give the word the opposite meaning	
Spring 2	Prefix -in 'in' usually means 'not'. It will give the root word the opposite meaning.	Prefix- il When added to a root word starting with 'l', 'in' becomes 'il' giving a double 'l' (ll).	Prefix- ir When added to a root word starting with 'r', 'in' becomes 'ir' giving a double 'r' (rr).	Prefix- mis 'mis' means 'wrong' or 'the opposite of'. It will give the word the opposite meaning.	Prefix- un (Y1) 'un' means 'not'. When added (as a prefix) it will give the word the opposite meaning.			
Summer 1	Suffix - ly (Y2) The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.	Suffix - ly (Y2) The suffix 'ly' can be simply added to adjectives ending 'l', making adverbs with a double 'l' (ll).	Suffix - ly (Y2) 'ly' can be simply added to root words that end with 'e' (but not to those ending 'le').	Suffix - ly (Y2) If the root word ends with 'le', the 'le' is dropped before 'ly' is added	Suffix - ly In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.	Suffix - ly/ally If the root word ends with 'ic', then 'ally' is added rather than just 'ly'		
Summer 2	Suffix - ful/-less (Y2) Suffix 'ful' means 'full of'. It turns a noun into an adjective. Suffix 'less' means 'without'. It turns a noun into an adjective.	Plural of words ending -o Plurals of words ending in -o are usually made by adding -es.	Plural of words ending -f/-fe To make a plural of a word ending in -f, or -fe change the f /fe to a v and add es.	Irregular plurals 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.	Irregular past tense 'ow' to 'ew' Changing the medial vowel from 'o' to 'e' changes present tense to past tense in these words.	Irregular past tense 'in' to 'an' Changing the medial vowel from 'i' to 'a' changes present tense to past tense in these words.		



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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling Pattern	Homophones/ Near Homophones long á some words sound the same as another but are spelt differently or have a different meaning	'ei' sounding 'ay' In some words 'ei' together make a long 'a' sound (ay).	'ey' sounding 'ay' In some words 'ey' together make a long 'a' sound (ay).	Homophones/ Near Homophones long é 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	'ou' sounding 'u' 'ou' can make a sound like short 'u' (could/cud).	'y' sounding 'i' The letter 'y' can make a short 'i' sound within words.
	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	myth
2	plane	weigh	obey	meat	missed	young	gym
3	mail	eight	prey	heal	past	touch	Egypt
4	male	neighbour	grey	heel	passed	double	pyramid
5	break	beige	survey	peace	guest	trouble	mystery
6	brake	veil	they'll	piece	guessed	couple	symbol
7	main	sleigh	they're	reed	disgust	rough	mysterious
8	mane	reign	they've	read	discussed	tough	mystical
9							system
		Year 2 common exception words					
10	again	people	every	because	any	could	old
11	great	even	everybody	behind	busy	would	gold
12	break	only	eye	beautiful	pass	should	cold
13	steak	money	bath	after	last	hour	told

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	Week 8
Spelling Pattern	Suffixes –ed/ing For one syllable words with a short vowel followed by two or more consonants: just add 'ing'./ 'ed'	Suffixes –ed/ing For verbs that end in 'e': drop the 'e' to add 'ing'/'ed'	Suffixes –ed/ing In one syllable words with a short vowel before one consonant: double the final consonant before adding suffix 'ed'/'ing'.	Suffixes –ed/ing The letter 'x' is never doubled. Words ending with 'x': just add 'ing'	Suffix –er For one syllable words with a short vowel followed by two or more consonants: just add 'er'	Suffix –er For one syllable words with a short vowel followed by a final consonant: double the final letter	Suffix –er For one syllable words with long vowel sounds or two vowels followed by a final consonant: just add 'er'.	Adding s to words-'ey' sounding long 'e' (ee) (Y2) Words ending in –ey, simply add s to for the plural
1	blinking	hope	step	mix	send	shop	wait	alley
2	twisting	hoping	stepping	mixing	sender	shopper	waiter	alleys
3	dusting	hoped	stepped	mixed	think	rub	boil	jockey
4	lasting	love	plan	fix	thinker	rubber	boiler	jockeys
5	blinked	loving	planning	fixing	jump	plan	dream	abbey
6	twisted	loved	planned	fixed	jumper	planner	dreamer	abbeyes
7	dusted	live	mix	box	wash	fit	bowl	chutney
8	lasted	living	mixing	boxing	washer	fitter	bowler	chutneys
9	helped	lived	mixed	boxed	helper	wetter	cooker	journeys
Year 2 common exception words								
10	floor	kind	both	child	move	water	Christmas	accident
11	door	mind	most	children	prove	climb	sugar	accidentally
12	poor	find	hold	parents	improve	clothes	pretty	accidental
13	sure	wild	whole	father	many	who	half	address

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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	Week 7
Spelling Pattern	Adding –es to words ending consonant –y The 'y' changes to 'i' before adding –es	Suffixes –ed/ing The 'y' changes to 'i' before adding –ed. No spelling change when adding –ing.	Words ending –tion If the root verb ends in 't' the suffix 'ion' forms a 'tion' ending	Words ending –tion A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.	Words ending –tion 'otion': the base word usually contains the vowel and is clearly pronounced (long 'o').	Words ending-sure The 'sure' sound at the end of a word is always spelt 'sure'.	Prefix- dis 'dis' means 'not' or 'the opposite of'. It will give the word the opposite meaning
	SF Rule: 11 (Year2)		SF Rule: 14	SF Rule: 14		SF Rule: 9	SF Rule: 4
1	carry	carried	invent	educate	lotion	measure	appoint
2	carries	carrying	invention	education	motion	treasure	disappoint
3	worry	worried	opt	create	emotion	pleasure	agree
4	worries	worrying	option	creation	potion	enclosure	disagree
5	tidy	tidied	inject	hesitate	notion	exposure	obey
6	tidies	tidying	injection	hesitation	commotion	leisure	disobey
7	deny	denied	direct	tense	devotion	closure	appear
8	denies	denying	direction	tension	motionless	assure	disappear
9	identifies	identified	reflection	sensation	emotional	measurement	disconnect
	Spellingframe CEW 25	Spellingframe CEW 25	Spellingframe CEW 26	Spellingframe CEW 26	Spellingframe CEW 26	Spellingframe CEW 27	Spellingframe CEW 27
10	appear	believe	breath	busy	caught	circle	decide
11	arrive	bicycle	breathe	busiest	centre	complete	decided
12	arrived	actual	breathing	business	century	consider	describe
13	answer	actually	build	calendar	certain	continue	different

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Year 3 Spellings – Spring 2



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	Week 1	Week 2	Week 3	Week 4	Week 5
Spelling Pattern	Prefix –in 'in' usually means 'not'. It will give the root word the opposite meaning.	Prefix- il When added to a root word starting with 'l', 'in' becomes 'il' giving a double 'l' (ll).	Prefix- ir When added to a root word starting with 'r', 'in' becomes 'ir' giving a double 'r' (rr).	Prefix- mis 'mis' means 'wrong' or 'the opposite of'. It will give the word the opposite meaning.	Prefix- un 'un' means 'not'. When added (as a prefix) it will give the word the opposite meaning.
	SF Rule: 4	SF Rules: 5 and 6		SF Rule: 6	
1	active	legal	regular	behave	lucky
2	inactive	illegal	irregular	misbehave	unlucky
3	correct	legible	responsible	lead	folded
4	incorrect	illegible	irresponsible	mislead	unfolded
5	direct	logical	reversible	spell	usual
6	indirect	illogical	irreversible	misspell	unusual
7	justice	literate	relevant	count	able
8	injustice	iliterate	irrelevant	miscount	unable
9	incapable			misunderstand	fairly
10					unfairly
	Spellingframe CEW 27	Spellingframe CEW 28		Spellingframe CEW 28	Spellingframe CEW 29
10	describe	eight	exercise	fame	forward
11	difficult	eighth	experience	famous	fruit
12	different	eighty	experiment	favourite	grammar
13	disappear	enough	extreme	February	group
14	earth				guard
15					

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

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Year 3 Spellings – Summer 2



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spelling Pattern	Suffix – ful/-less 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.	Plural of words ending –o Plurals of words ending in -o are usually made by adding -es.	Plural of words ending –f/-fe To make a plural of a word ending in -f, or –fe change the f /fe to a v and add es	Irregular plurals 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.	Irregular past tense 'ow' to 'ew' Changing the medial vowel from 'o' to 'e' changes present tense to past tense in these words.	Irregular past tense 'in' to 'an' Changing the medial vowel from 'i' to 'a' changes present tense to past tense in these words.
1	joyful	torpedo	knife	mouse	grow	ring
2	joyless	torpedoes	knives	mice	grew	rang
3	powerful	tomato	calf	foot	blow	sing
4	powerless	tomatoes	calves	feet	blew	sang
5	meaningful	hero	life	tooth	know	swim
6	meaningless	heroes	lives	teeth	knew	swam
7	thoughtful	knife	leaf	man	throw	drink
8	thoughtless	knives	leaves	men	threw	drank
9	careful	leaf		child	fly	think
10	careless	leaves		children	flew	thought
	Spellingframe CEW 32	Spellingframe CEW 33	Spellingframe CEW 32	Spellingframe CEW 33	Spellingframe CEW 34	Spellingframe CEW 35
11	ordinary	probably	position	recent	separate	therefore
12	particular	promise	possess	regular	special	through
13	peculiar	purpose	possession	reign	strange	though
14	perhaps	quarter	possibly	remember	strength	thought
15	popular	question	potatoes	sentence	suppose	woman

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