

Year 3 Spring Term 1 Spellings

See alternative document for 'Learning Review' **blue** spellings.

Note: Words in **bold** are the list of words to learn for the week. It is good practise to test the children on their spellings each week (see dictation tests on pg.6). As in school, you can practise your spellings creatively (e.g. Scribble Write) and try putting them into sentences.

SpellingFrame: <https://spellingframe.co.uk/> Navigate to the 'Year 3 and 4' section for games and additional word lists.

Vowels and Consonants: 'a, e, i, o and u' are vowels and all other letters are consonants.

Week 1

Adding the suffix -ous can turn a noun into an adjective. It means 'full of' e.g. 'dangerous' means 'full of danger'.

When you add -ous to a word ending with 'e', we typically drop the 'e'.

When you add -ous to a word ending in 'y', replace the 'y' with 'i'.

When you add -ous to a word that ends with 'our', 'our' becomes 'or', then add -ous.

Watch-

<https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zqcpv9q/>

famous
glorious
dangerous
mountainous
poisonous
furious
humorous

Further examples and games-

<https://spellingframe.co.uk/spelling-rule/16/11-The-suffix-ous-1-of-2/>

Week 2

Lots of spelling errors occur when adding -ed and -ing endings, so it is important to recap them.

Watch Rule 1 and Rule 2-

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-suffixes-part-1/zdnd7nb/>

Rule 1. We can simply add -ed and -ing to a word if it has two consonants at the end or a long vowel before a consonant, e.g. talked (two consonants at the end of **talk**) and treated (long vowel before a consonant in **treat**).

walk – **walked** / **walking**
greet – **greeted** / **greeting**
act – **acted** / **acting**

Rule 2. Any words with a short vowel sound followed by a consonant, such as 'hop', should have the last letter doubled before adding the suffix.

drum – **drummed** / **drumming**
trap – **trapped** / **trapping**
spin – **spinning**

Can you think of any other words that have these two spelling patterns?

Further examples and games for doubling the consonant (Rule 2)-

<https://spellingframe.co.uk/spelling-rule/92/15-Adding%E2%80%93ing%E2%80%93ed%E2%80%93er%E2%80%93est-and%E2%80%93y-to-words/>

Week 3

Lots of spelling errors occur when adding -ed and -ing endings, so it is important to recap them.

Watch Rule 3 and Rule 4-

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-suffixes-part-1/zdnd7nb/>

Rule 3. When a word ends in an 'e', we drop the 'e' before adding -ing and -ed.

advance – **advanced** / **advancing**
confuse – **confused** / **confusing**

Note: It may look like we just add a 'd' for -ed endings; however, it's good practise to know we technically drop the 'e' first! (See pg.2 for Rule 4!)

Week 4

The 'ey' sound can be spelt 'ei', 'eigh' or 'ey'

veins
beige
weigh
eight
weight
grey
they
obeys

Can you think of any other words that have these spelling patterns?

Further examples and games-

<https://spellingframe.co.uk/spelling-rule/22/19-Words-with-the-sound-spelt-ei-eigh-or-ey/>

<p>Week 3 (Cont.)</p> <p>Rule 4. If a word ends in a consonant followed by a 'y', then you change the 'y' into an 'i' when adding –ed, e.g. cry becomes cried.</p> <p>reply – replied dry – dried try – tried</p> <p>However, when adding –ing to a word ending in 'y', we keep the 'y', e.g. cry becomes crying. In class, we talked about the 'y' and 'g' being friends, so the 'y' didn't want to leave 😊</p> <p>reply – replying dry – drying try – trying</p> <p>Can you think of any other words that have these two spelling patterns?</p> <p>Further examples and games for root words ending in y- https://spellingframe.co.uk/spelling-rule/89/12-Adding-ed-ing-er-and-est-to-a-root-word-ending-in-y-with-a-consonant-before-it/</p>	
<p>Week 5</p> <p>Sometimes the 'g' sound is spelt 'gue', and the 'k' sound is spelt 'que'.</p> <p>antique unique boutique cheque tongue vague colleague dialogue</p> <p>Can you think of any other words that have these spelling patterns?</p> <p>Further examples and games- https://spellingframe.co.uk/spelling-rule/20/17-Words-ending-with-the-g-sound-spelt%E2%80%93gue-and-the-k-sound-spelt%E2%80%93que-(French-in-origin)/</p>	<p>Week 6</p> <p>Words that end in 'lee' are spelt –ly If the word ends in a consonant or e, we usually just add –ly. If the word ends in –le, replace the –le with –ly. If the word ends in –y, change the y to an i and add –ly.</p> <p>Watch- https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zqghtyc/</p> <p>slow – slowly gentle – gently accurate – accurately hesitant – hesitantly careful – carefully steady – steadily</p> <p>Practise adding the –ly suffix to these words:</p> <p>quick brave simple happy</p> <p>Further examples and games- https://spellingframe.co.uk/spelling-rule/13/8-The-suffix-ly/</p>

Phonics mats for Phase 3, 4 and 5 are attached below in case anyone needs to/would like to recap sounds.

My Phase 3 Sound Mat

j



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sh



th



ng



ai



ee



igh



oa



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oo



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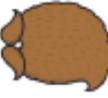
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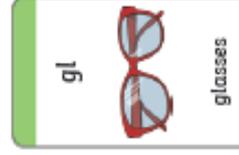
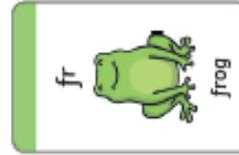
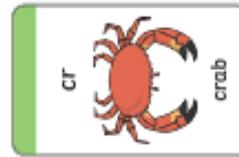
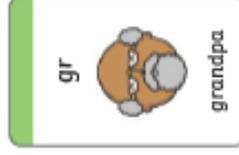
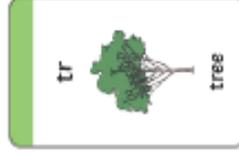
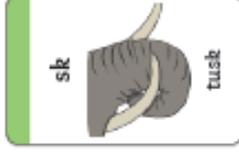
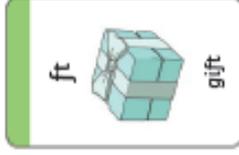
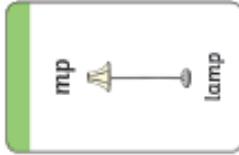
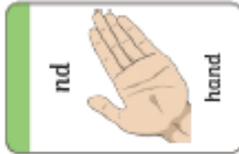


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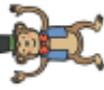
er



My Phase 4 Sound Mat



My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 	*even	

Dictation Tests

Adult guidance

In school, spelling tests are carried out on a Friday. This is normally in the form of a dictation whereby the children are given sentences with missing spelling words, which they have to write down as they are read aloud. This time, we are challenging the children to write the entire dictation, underlining their spelling words as they go. Please read out the dictation and then mark their spelling words. If this is a little tricky, you could write out the dictation and leave spaces for the spelling words or simply call out the words individually. Whichever your preferred method, evidence of the spelling test can be uploaded to Seesaw as we are keeping a record of the progression in spellings. It is good for the children to keep practising any incorrect spellings.

Week 1

In my dreams, I went on a dangerous, mountainous adventure. I become friends with a famous explorer called Ant Cross, who was always furious. The entire dream was rather humorous as we fought poisonous pigs and glorious golden geese!

Week 2

I went for an interview at an acting school. As I walked into the building, I got trapped in the spinning doors! A woman, who was drumming on her keyboard, then greeted me at the front desk. I told her I had been walking for ages but I acted like my feet didn't hurt.

Week 3

I tried drying my wet shirt but I was confused because nothing was working. I asked my friend to help but they replied saying they were too busy advancing to the next level of their game. After trying for ages, my shirt eventually dried but it was confusing because it changed colour.

Week 4

I have eight beige veins on my arm and five grey ones. I went to the doctors and they asked to weigh me in case that could tell them anything. I didn't obey their orders and ran away instead!

Week 5

I went to a unique boutique with a strange antique tongue. I had a dialogue with the shop assistant who was a bit vague but told me it was worth one hundred pounds! Their colleague told me I would have to pay by cheque.

Week 6

My friend got a new puppy and I gently walked towards him. I went to carefully pet him but he ran away. Hesitantly, he came out from behind the sofa and slowly approached me. We steadily became good friends!