

Spelling Progression Year 3

Spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
Term 1			
i: y middle	The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical
u: ou	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage
k: ch	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology
sh: ch	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache
g: gue	Words ending with the /g/ sound spelt -gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue
k: que	Words ending with the /k/ sound spelt -que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique
s:sc	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend
ay:ei	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil
ay: eigh			weigh eight neighbour sleigh neigh inveigh freight eight
ay: ey			they obey

Spelling Progression Year 3

.	reg plural	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).	girls' boys' babies'
Term 2				
Prefixes	un-	Most prefixes are added to the beginning of root words without any changes in spelling	the prefix un- has a negative meaning	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual
	dis-		the prefix dis- has a negative meaning	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displease disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishearten dishonest disinfect disinterested disjointed disobedient disqualify dissatisfy disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved
	mis		the prefix mis- has a negative meaning	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged
	re-		re- means 'again' or 'back'.	refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire
suffix -ly	+ly	The suffix -ly The suffix -ly is added to an adjective to form an adverb. The rules already learnt still	The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretly separately strangely sufficiently surreptitiously suspiciously

Spelling Progression Year 3

y to an i	apply.	(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.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily
		(2) If the root word ends with -le, the -le is changed to -ly.	gently simply humbly nobly
rules for -ous	The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous
		Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous
Term 3			
-sure	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure
-ture	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.	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.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture
-sion	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion



Spelling Progression Year 3



homo- phones	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	air- heir aisle- isle ante- -anti- eye- I bare- bear be- bee brake- break buy- by cell- sell cent- scent cereal- serial coarse- course complement- compliment dam- damn dear- deer die- dye fair- fare fir- fur flour- flower or- four hair- hare heal- heel hear- here him- hymn hole- whole hour- our idle- idol in- inn knight- night knot- not know- no made- maid mail- male meat- meet morning- mourning none- nun oar- or one- won pair- pear peace- piece plain- plane poor- pour pray- prey principal- principle profit- prophet real- reel right- write root- route sail- sale sea- see seam- seem sight- site sew- so shore- sure sole -soul some- sum son- sun stair- stare stationary- stationery steal- steel suite- sweet tail- tale their- there- they're to- too- two toe- tow waist- waste wait- weight way- weigh weak- week wear- where
Year 3 + 4 Spelling Lists from NC COMMON EXCEPTION	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s)fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women		
High Frequency Words Foundation Stage Year 1 Year 2 Year 3	<p>a and he I in is it of that the to was</p> <p>all are as at be but can came for had have him his my new no not on</p> <p>one said she so they two we when with you</p> <p>Year 2 Set 1</p> <p>about an back because been before big by call come could did do down first from get go going has her here if into like little look made make me more much must now off old only or our other out over right see some their them there then this up want well went were what where which who will</p> <p>Year 2 Set 2</p> <p>after again another ball bed boy brother can't could don't door girl good half has help here home house how jump just last laugh love man many may name next night once out people push</p> <p>pull put ran saw school should sister than their then these time too took us very water way would your Monday Tuesday Wednesday Thursday Friday Saturday Sunday January February March April May June July August September October November December one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty red orange green blue purple black white brown pink grey</p> <p>after again always am ask another any away baby ball best black blue book boy bring children day dinner don't door each egg end every farm fast fell find five fly four found girl gave give good green hand head help home house how jump just keep know last left live long many never next once open own play put read room round saw say school should soon stop take tell than these thing think three time too tree under very walk white why wish work woman would year your</p>		