[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiH8bvU1sLTAhUCzRQKHdC2BoYQjRwIBw&url=http://langstone-jun.portsmouth.sch.uk/&psig=AFQjCNEH4p__pkV1FForha69DC9f25Y2dg&ust=1493315117569168)

**Year 3**

Spelling progression document for year 3. This includes what should be taught, what should be revised while still leaving room for teachers to use assessment for learning to adapt to the needs of the children. Throughout the units children will also be taught a variety of revision strategies and assessed regularly.

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Objective** | **Examples** | **Taught** |
| Autumn  Revision:   * Prefixes (‘-un) and Suffixes (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)from Year 2 * Apostrophes for contractions | Prefix ‘dis-’ | *(disappoint, disagree, disobey*) |  |
| Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ | (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*) |  |
| Homophones | (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) |  |
| Prefixes ‘mis-’ and ‘re-’ | Misbehave, mislead, misspell  Redo, refresh, return, reappear, redecorate |  |
| The /ɪ/ sound spelt ‘y’ | Myth, gym, Egypt, pyramid, mystery |  |
| Words ending with the  /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin) | League, tongue, antique, unique |  |
|  |  |  |
| Spring  Revision:   * ‘-ness’ and ‘-ful’ following a consonant * Apostrophes for contractions | Prefixes ‘sub-’ and ‘tele-’ | sub–: subdivide, subheading, submarine, submerge  television, telescope, teleport |  |
| Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’) | chef, chalet, machine, brochure  expression, discussion, confession, permission,  expansion, extension, comprehension, tension |  |
| Prefixes ‘super-’ and ‘auto-’ | supermarket, superman, superstar  autobiography, autograph |  |
| Homophones | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown |  |
| Words with the /k/ sound  spelt ‘ch’ (Greek in origin) | scheme, chorus, chemist, echo, character |  |
|  |  |  |
|  |  |  |
| Summer:   * Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’) * **Apostrophes for contractions** * **From Years 1 and 2: vowel digraphs** | Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ | Gently, simply, humbly, basically, frantically, dramatically |  |
| Suffix ‘-ly’ | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)  Exceptions: happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically, truly, |  |
| Rare GPCs (/ɪ/ sound) | Myth, gym, Egypt, pyramid, mystery |  |
| The /ʌ/ sound spelt ‘ou’ | young, touch, double, trouble, country |  |
| Homophones | (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*) |  |
|  |  |  |
|