

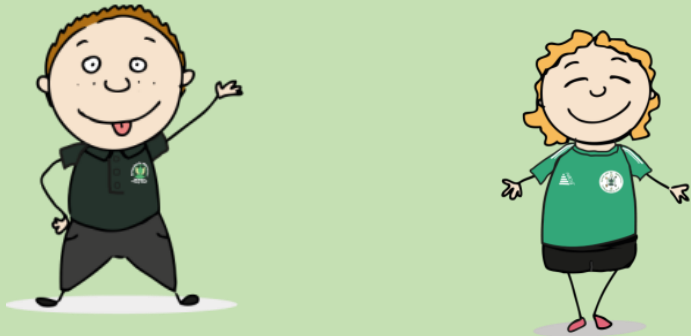
Nettlestone Spelling Map for Year 3

The green pages show the Statutory Spelling Patterns to be taught in each year group.

(You will find these in the National Curriculum document.)

All of the statutory objectives are written in **bold font**.

Together with these, you will find examples and explanations. These are non-statutory and intended to provide useful guidance only.



Each year, we are carefully analysing Common Spelling Errors made in the children's book work.

On the orange pages, for each year group, you will find lists of words children are commonly misspelling, and also the spelling patterns requiring revisiting.

All teachers are aware of these errors and actively use this analysis to inform teaching and learning in this area.



Year 3

Autumn Term	Spring Term	Summer Term
<p>The /ei/ sound spelt 'ei', 'eigh', or 'ey' Example words: Vein, weigh, eight, neighbour, they, obey Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Example words: league, tongue, antique, unique</p>	<p>The /j/ sound spelt 'ch' (mostly French in origin) Example words: Chef, chalet, machine, brochure The /k/ sound spelt 'ch' (Greek in origin) Example words: scheme, chorus, chemist, echo, character</p>	<p>The /ɪ/ sound spelt 'y' within words Example words: myth, gym, Egypt, pyramid, mystery The /ʌ/ sound spelt 'ou' (young, touch) Example words: young, touch, double, trouble, country</p>
<p>Introduce words from the Years 3/4 word-list with unstressed vowels: calendar, decide, describe, different, difficult, exercise, experience, forward, grammar, sentence, separate, medicine, particular, peculiar, ordinary, popular, pressure, probably, purpose, regular</p> <p>Introduce words from the Years 3/4 word-list with unusual GPC answer, build, breath, breathe, believe, caught, consider, continue, decide, early, earth, eight/eighth, weight, enough, exercise, famous, various, island, favourite, February, fruit, group, guard, guide, heard, heart, height, history, imagine, learn, material, minute, naughty, notice, often, particular, perhaps, potatoes, promise, purpose, quarter, recent, reign, special, straight, surprise, though/although, thought, through, woman/women</p>		
<p>Revise prefix 'un'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' New prefixes: 'dis-', 'mis-', 're-' Example words: disappoint, disagree, disobey misbehave, mislead, misspell redo, refresh, return, reappear, redecorate Suffix '-ation', added to verbs to form nouns Example words: information, adoration, sensation, preparation, admiration</p>	<p>Revisit Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes: 'sub-' (under), 'super-' (above), 'auto-' (self/own) Example words: subdivide, subheading, submarine, submerge supermarket, superman, superstar autobiography, autograph Suffixes 'less' and 'ly', added on to an adjective to form an adverb Example words: Sadly, completely, usually, finally, comically Helpless, hopeless, thoughtless</p>	<p>Revise previously taught suffixes Suffix '-ly' with root words ending in 'le' and 'ic' 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Example words Gently, simply, humbly, nobly Basically, frantically, dramatically</p>
<p>Revisit common exception words from Year 2 Homophones Recap homophones taught so far, making sure children are secure with they're/there/their, no/know, to/two/too hear/here, our/are, your/you're, of/off, which are common spelling errors throughout the school Apostrophes Revise contractions from Year 2</p> <p>Learn words from the Years 3/4 word-list.</p>	<p>Homophones <i>here/hear, knot/not, meat/meet, brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophes Revise contractions from Year 2</p> <p>Learn words from the Years 3/4 word-list.</p>	<p>Revisit vowel digraphs from Years 1 and 2 Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i> Apostrophes Revise contractions from Year 2</p> <p>Learn words from the Years 3/4 word-list.</p>



Year 3 Cohort-specific needs to be addressed 2022-2023

<p>Adding 'ing' to words ending 'e' make -making (common error)</p>	<p>Identifying soft c within words nice</p>	<p>should + have, NOT 'of' would + have, NOT 'of' could + have, NOT 'of'</p>
<p>Adding 'ed' to form past tense verbs *Don't just add 'd'</p>	<p>Silent 'k' and 'w' to start words knock</p>	<p>Homophones and near homophones their/there/they're too/to/two of/off were/where hole/whole</p>
<p>Rules for plurals *Don't add in an apostrophe when simply adding 's' to make a word plural *Making plurals of words ending consonant + y -take away 'y' add 'ies' *To make a plural of a word ending in -f, change the f to a v and add 'es'. Similarly, if a word ends in -fe, change the f to a v and add s. The result for both types is a plural that ends 'ves' wolf -wolves leaf -leaves</p>	<p>Revision of 'ai' grapheme complained -complained explained -explained</p> <p>Revision of split vowel digraphs spoke rude</p> <p>The sound /dʒ/ spelt '-ge' and '-dge' at the end of words badge, edge, bridge, judge</p>	<p>Use of 'ck' (Both added unnecessarily and missing) sticks -stiks dark -darck</p>
<p>Use of apostrophes for contractions *Using the apostrophe *Correct formation of apostrophe *Correct positioning of apostrophe *Don't add in 'e' wasn't -wasent didn't -dident</p>	<p>'ast' and 'lm' endings *Don't add in 'r' past -parst fast -farst calm -carm</p>	<p>Common words calm didn't every making nice stayed wasn't two were with</p> <p>Revise Year 1 and 2 Common Exception Words</p> 