

# Year 3 Spelling Curriculum - Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p><b>Revisit</b></p> <p>Common exception words from Year 2</p> <p><b>Prefixes and suffixes</b></p> <p>Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p><b>Rare GPCs</b></p> <p>The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p><b>Homophones</b></p> <p><i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p>	<p><b>Apostrophe</b></p> <p>Revise contractions from Year 2</p> <p><b>Proofreading</b></p> <p>Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p><b>Strategies at the point of writing</b> Reintroduce Have a go sheets and strategies from Year 2.</p> <p><b>Learning and Practising spellings</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul>	<p><b>Revisit</b></p> <p>Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p><b>Prefixes and suffixes</b></p> <p>Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p><b>Rare GPCs</b></p> <p>The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p><b>Homophones</b></p> <p><i>here/hear, knot/not, meat/meet</i></p>	<p><b>Apostrophe</b></p> <p>Revise contractions from Year 2</p> <p><b>Proofreading</b></p> <p>Revise proofreading routines</p> <p><b>Learning and Practising spellings</b></p> <p>Learn selected words taught in new knowledge this term.</p> <p>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</p> <p>Learn words from personal lists.</p>	<p><b>Revisit</b></p> <p>Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p><b>Prefixes and suffixes</b></p> <p>Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p><b>Rare GPCs</b></p> <p>The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p><b>Homophones</b></p> <p><i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p>	<p><b>Apostrophe</b></p> <p>Revise contractions from Year 2</p> <p><b>Proofreading</b></p> <p>Proofread own writing for misspellings of personal spelling list words.</p> <p><b>Learning and Practising spellings</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul>