

## Spelling Year 3

The 2014 National Curriculum groups spellings together for Years 3 and 4. The expectation is that by the end of Year 4, children will be able to spell certain words as identified below. These words are displayed in the classroom and are used as part of spelling and handwriting practice.

### Year 3 and 4 Statutory Spelling List

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

In addition to the above list, Years 3 and 4 are taught the following spelling rules and patterns:

- Words containing 'y' where it sounds like 'i', such as [myth](#), [gym](#)
- Words containing 'ou' where it sounds like 'u' such as [young](#), [touch](#), [double](#), [trouble](#), [rough](#), [country](#)
- Words containing [prefixes](#) (groups of letters added to the start of a word) such as mis-, dis-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-
- Words containing [suffixes](#) (groups of letters added to the end of each word) such as -ation, -ly [happily](#), [carefully](#),
- Words ending -sure and -ture, such as [measure](#), [creature](#), [brochure](#)
- Words ending -sion, -tion, -ssion, -cian, such as [confusion](#), [rejection](#), [permission](#), [musician](#)
- Words ending -ous, such as [dangerous](#), [courageous](#)
- Words containing ch where it sounds like 'sh' or 'k', such as [chef](#), [scheme](#), [anchor](#), [choir](#), [echo](#), [ache](#), [school](#), [Christmas](#), [chalet](#)
- Words ending -gue and -que, such as [league](#), [antique](#), [tongue](#)
- Words where the s sound is spelt sc such as [science](#), [scene](#)
- [Homophones](#) - pairs of words that sound the same but are spelled differently, for example: [meddle](#) / [medal](#), [heal](#) / [he'll](#), [rein](#) / [reign](#), [plane](#) / [plain](#), [grown](#) / [groan](#)

## Learning spellings at home

Limit the number of words to five or less a week to ensure success and enable deeper learning.

Keep an ongoing record of words learnt and set the expectation that the spelling of the word will be applied correctly in independent writing.

<p><b>DICTIONARY</b></p> <ul style="list-style-type: none"> <li>- look through the dictionary and find other words with the same spelling rule – this will help to widen your vocabulary which can then be used to enhance your writing. Write these in your spelling journal.</li> </ul>	<p><b>RAINBOW WRITE</b></p> <ul style="list-style-type: none"> <li>Use different coloured pencils and pens when writing your spellings.</li> <li>- write the word 4 times, each time using a different colour</li> <li>-use a different colour for the vowels and consonants</li> <li>-use different colours for each part of the word when broken down into syllables etc</li> <li>-use a different colour to show the spelling rule</li> </ul>	<p><b>LOOK, SAY, COVER, WRITE,CHECK</b></p> <ul style="list-style-type: none"> <li>- use all the senses to explore the words</li> <li>- use sky writing as well as writing the word on paper</li> <li>-use different colours (see rainbow write)</li> </ul>	<p><b>CHUNKING THE WORD</b></p> <ul style="list-style-type: none"> <li>- split the words into syllables</li> <li>- clap each part of the word</li> <li>- say as it looks</li> <li>- highlight words (especially the section you find the most difficult)</li> <li>- look for base words e.g. use knowledge of how to spell jump to help you spell jumping, jumped. jumps, jumper</li> </ul>	<p><b>MNEMONICS AND MEMORY GAMES</b></p> <ul style="list-style-type: none"> <li>- rhyme</li> <li>- make a sentence e.g. because (Big, Elephants, Can, Always, Understand, Small, Elephants)</li> <li>-link words with the same pattern</li> <li>-find hidden words within a word e.g. sincerely = since + rely</li> <li>- words to be on the table, take one away, child is to look and say which word is not there</li> </ul>
<p><b>SORTING</b></p> <ul style="list-style-type: none"> <li>- take a selection of words from each list and sort into columns</li> <li>-play word bingo</li> <li>-write 4 or 5 words on cards, chop them up and piece them back together</li> <li>-write words on cards and piece together to form a compound word e.g. post+box = postbox</li> </ul>	<p><b>CHANTS</b></p> <ul style="list-style-type: none"> <li>- spell words whilst out and about e.g. in the car, walking to school</li> <li>-Dribble and Shoot (dribble the letters by saying each in turn and then shoot the word)</li> <li>-Cheerleading (give me a h, give me a e, shout out the word 'he')</li> </ul>	<p><b>WRITING WORDS</b></p> <ul style="list-style-type: none"> <li>- write your spelling words forwards and then backwards</li> <li>-write words from the shortest to the longest</li> <li>- write the words in alphabetical order</li> <li>-how many times can you write the word in 30 seconds?</li> <li>-create a word search</li> <li>-write a word mind map</li> <li>- type words on a computer</li> <li>-write words in lower case and then with capital letters</li> </ul>	<p><b>WORD SHAPES</b></p> <ul style="list-style-type: none"> <li>-write spellings using fancy letters e.g. bubble writing</li> <li>-pyramid writing</li> <li>h</li> <li>ho</li> <li>hom</li> <li>home</li> <li>- create a cloud by writing a selection of words inside with the same spelling rule – words you find difficult to be made larger or written more often</li> <li>-write the word in joined up writing (when exploring a phoneme, make sure the letters which make the sound are joined and the other letters are printed)</li> </ul>	<p><b>ANALOGY</b></p> <p>Use words you already know to help you spell e.g. if you know how to spell 'could' this will help with 'should' and 'would'</p>

When writing in school, children are encouraged to put a dotted line under a word which they are not sure how to spell. When they have finished their writing, they then spend time editing their work including checking spellings. This means that children can concentrate on their ideas rather than break the flow by stopping to check spellings.