

Spelling

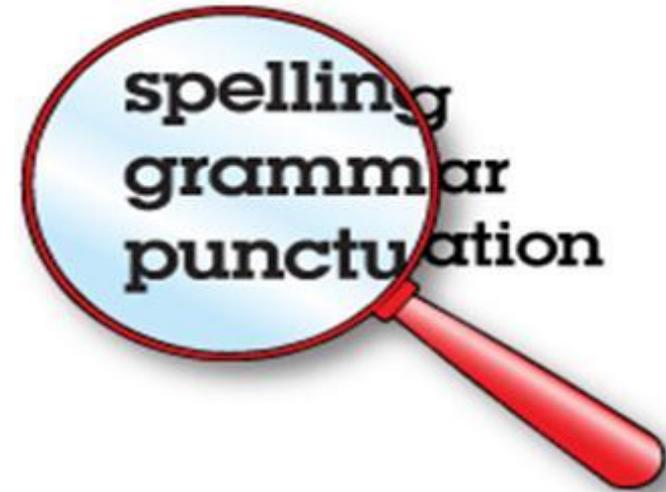
Year 3 begins by revising all the spelling forms that have been previously covered in Y1 and 2. This is to recap those words that have been forgotten and to embed the rules as well as the patterns. We reinforce these patterns within reading, memory games and in our literacy lessons. If needed we continue to repeat these until they are embedded, before moving onto Y3 spelling forms.

New for Y3:

- Adding suffixes beginning with vowel letters to words of more than one syllable
- Y as an i sound (as in myth, gym)
- Ou (as in young, touch)
- Prefixes added to the beginning of root words and the meaning of the prefix (eg sub means under)
- The suffix –ation is added to verbs to form nouns. The rules already learnt still apply
- The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply
- The ending sounding spelt –sure and -ture
- Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to – or before –ous is added
- Endings spelt -tion, -sion, -ssion, -cian
- The suffix -ous
- Words sound spelt ch (chorus)
- Words sound spelt ch (chef)
- Words ending -gue
- Words ending que
- Words spelt with sc (science)
- Words with the ei, eigh, ey sounds. (weigh)
- Possessive apostrophe with plural words
- Homophones and near-homophones

There is also a word list of exception words (words that don't follow a 'rule'), which will also be put on the school website.

Year 3



GPS Guidance For Parents

Introduction

In Year 3, there is a strong emphasis on the core skills of spelling, punctuation and grammar. As we are now in Key Stage 2, we are very conscious of compounding and embedding the work covered in KS1.

Teaching is aimed at consolidating children's writing skills, their vocabulary, their grasp of sentence structure and their knowledge of the required terminology. Building on the Y2 knowledge of correct vocabulary and use of verb, noun, adjective, proper noun and adverbs, Y3 builds knowledge of direct speech (using speech punctuation) and fronted adverbials amongst others.

Parent Tips

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at such words, that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Help your child go over problem spellings. It is extremely frustrating for children to have to battle with spelling and handwriting when they want to get their ideas down on paper. Knowing high frequency spellings will aid the flow of writing and enable the use of a vocabulary rich language. (Consider being trapped into writing 'big' when you really wanted to write 'enormous'). Encourage children to sound out and have a go at more tricky words or give them the spellings.

Handwriting

By now the children should have sufficient skill to be mastering joined handwriting. To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They should increase the legibility, consistency and quality of their handwriting, for example ensuring ascenders and descenders (tall and tail letters) are correctly formed. Capital letters are never within words, used for proper nouns (names) and are the correct size.

Vocabulary, Grammar and Punctuation

Word

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-].
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].

Text

- Introduction to paragraphs as a way to group related material.
- Headings and sub-headings to aid presentation.
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].

Punctuation

- Introduction to inverted commas to punctuate direct speech.
- Use the possessive apostrophe correctly with plural nouns.
- Use commas after fronted adverbials.

Terminology (all from KS1 and ...)

preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), apostrophe, comma.