Year 3 Spelling Scheme of Work

**Heycroft Spelling Scheme of Work – Year 3**

Please note there is some repetition of a few words in the spelling lists to take home. This is due to an overlap across different spelling rules and also due to the fact that they are some of the trickier words to learn. Revisiting a spelling will help to reinforce the children's knowledge of how words work and so it is not an error that it is repeated. If parents ask why they have it to learn again on the home learning list, you can cite this reason.

The spelling scheme is set out in half-termly blocks with the teaching objectives in the top row and the home-learning word lists in the row immediately below that. It has intentionally been set out so that you can print 1 half-termly block on one page and have an at a glance overview of the half term objectives and word lists. For this reason, please do not alter the format of this original document.

When giving out the 10 words for home-learning, you may ask the children to write them into their planners themselves or you could print the list and hand it out to the children whichever works for you and your class.

Please encourage your children to look up the different meanings of the word(s) so that they can refer back to this learning when they want to spell a word in context.

Use a variety of ways to learn and practise these spellings at home so that learning spellings is still a fun and engaging activity for them. You may wish to set a different, particular learning strategy, activity or game each week so the children build up a bank of ways to learn their spellings. For example, one week you might set a simple LCWC strategy as the approach whilst on another week you may ask them to find their spelling words in newspapers and magazines and make a spellings poster for their bedroom etc.

Research has shown that simply learning words by rote is not the most effective way to learn to spell well and so it is Heycroft policy to actively encourage other ways of learning these lists of words each week. Please foster this approach in your classes.

**At the end of Summer 2, please make sure that you pass on assessment notes for any children who are not accessing the year group spellings to the next teacher so that they can continue any interventions or booster groups you have put in place to close the gap in their learning. This is imperative to ensure pupils close gaps in their spellings as soon as possible in order to give them plenty of time to catch up with their peers.**
<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
</tr>
</thead>
</table>
| **Aut 1**
**Teaching** | Revision of Y2       | Revision of Y2       | Revision of Y2       | Revision of Y2       | Revision of Y2       | Revision of Y2       | Revision of Y2       |
|       | - Adding the         | - Adding the         | - Adding the         | - Adding the         | - Contractions       | - The *r* sound      | - Assessment         |
|       | suffix *-ed*        | suffix *-ly* to      | suffix *-er* or *-i* | suffix *-less* or    | (apostrophes)        | spelt wr. E.g.       | week. Bridging the   |
|       | 1. *answer*         | make an adverb       | 2. *ful*              | *ness* (y is changed | possessive apostrophes, | wrap, wreck, wrong,  |
|       | 2. *answered*       |                      | 3. *ing*              | to i before -es is   | *e.g. can’t, I’ll,   | wrist, wriggle       |
|       | **Aut 1**
### Year 3 Spelling Scheme of Work

#### Aut 2 Teaching
- Re-capping adding the prefix *un* (meaning not) right
- Adding the prefixes: *dis* and *mis* (works like *un*
- Adding the prefix *in* (The prefix *in* can mean both *not* and *in*/*into*. Focus on the meaning *not* at this stage).
- Changing the prefix -in to -im
- Changing the prefix in to ir
- Changing the prefix in to il.

#### Assessment week. Bridging the gap with any areas from the half term.

#### Aut 2 Home-learning
- 10 words a week to be written into child’s planner.

|---------------------|-----------|------------|-------------|------------|-------------|------------|-------------|--------------|----------------|----------------|

Children to write their own target words for this week’s home learning based on their assessment outcome.
### Year 3 Spelling Scheme of Work

<table>
<thead>
<tr>
<th>Spr 1 Teaching</th>
<th>Adding the prefix <strong>re</strong> (means ‘again’ or ‘back’).</th>
<th>Adding the prefix <strong>sub</strong></th>
<th>Adding the prefix <strong>inter</strong></th>
<th>Adding the prefix <strong>super</strong></th>
<th>Adding the prefix <strong>anti</strong></th>
<th>autoï means ōelfō or ōwnō</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. redo</td>
<td>1. submerge</td>
<td>1. interact</td>
<td>1. supermarket</td>
<td>1. antiseptic</td>
<td>1. automatic</td>
<td></td>
</tr>
<tr>
<td>2. rebuild</td>
<td>2. subway</td>
<td>2. intercity</td>
<td>2. superman</td>
<td>2. anticlockwise</td>
<td>2. autopilot</td>
<td></td>
</tr>
<tr>
<td>5. reappear</td>
<td>5. submerge</td>
<td>5. interrelated</td>
<td>5. superbly</td>
<td>5. anti-climax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. reaction</td>
<td>7. subliminal</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. reactive</td>
<td>8. subordinate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. re-organise</td>
<td>9. subordinating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. re-arrange</td>
<td>10. subordination</td>
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</tr>
</tbody>
</table>

**Spr 1 Home-learning**  
10 words a week to be written into childō planner.

1. submarine  
2. subway  
3. subdivide  
4. subheading  
5. submerge  
6. submit  
7. subliminal  
8. subordinate  
9. subordinating  
10. subordination

### Assessment week. Bridging the gap with any areas from the half term.

**Spr 1 Home-learning**  
10 words a week to be written into childō planner.

1. redo  
2. rebuild  
3. refresh  
4. return  
5. reappear  
6. redecorate  
7. reaction  
8. reactive  
9. re-organise  
10. re-arrange

1. interact  
2. intercity  
3. internationally  
4. interrelated  
5. intercom

**Plus 4 words that the children need to re-cap or 4 words from the Year ¾ word list or topic related words.**

1. supermarket  
2. superman  
3. superb  
4. superbly

**Plus 5 words that the children need to re-cap or 4 words from the Year ¾ word list or topic related words.**

1. antiseptic  
2. anticlockwise  
3. antisocial  
4. antihistamine  
5. antisemitism  
6. anti-climax  
7. anti-hero

**Plus 3 words that the children need to re-cap or 4 words from the Year ¾ word list or topic related words.**

1. automatic  
2. autopilot  
3. autograph  
4. autobiography

**Plus 6 words that the children need to re-cap or 4 words from the Year ¾ word list or topic related words.**

**Children to write their own target words for this week’s home learning based on their assessment outcome.**
### Year 3 Spelling Scheme of Work

#### Spr 2 Teaching

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding ïed, ïing, ïer and ïest to a root word ending in ïy with a consonant before it.</td>
<td>1. copied 2. copier 3. copies 4. happier 5. happiest 6. cried 7. replied 8. replying 9. copying 10. crying</td>
</tr>
<tr>
<td>Dropping the e before adding ing ïed, ïer, ïest and ïy to words ending in ïe with a consonant before it.</td>
<td>1. shiny 2. hugest 3. believing 4. guide 5. guiding 6. imagining 7. increasing 8. promised 9. promising 10. separating</td>
</tr>
<tr>
<td>Adding ïing, ïed, ïer, ïest and ïy to words of one syllable beginning with vowel letters (ed, ing, er, est) to words of more than one syllable.</td>
<td>1. humming 2. hummed 3. dropping 4. dropped 5. sadder 6. saddest 7. funny 8. runny 9. runner 10. running</td>
</tr>
</tbody>
</table>

#### Spr 2 Home-learning

<table>
<thead>
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<th>Rule</th>
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<tbody>
<tr>
<td>Doubling the last consonant when adding suffixes beginning with vowel letters (ed, ing, er, est) to words of less than one syllable.</td>
<td>1. forgetting 2. forgotten 3. beginning 4. beginner 5. prefer 6. preferred 7. referred 8. referring</td>
</tr>
<tr>
<td>Not doubling the last consonant when adding suffixes beginning with vowel letters (ed, ing, er, est) to words of more than one syllable.</td>
<td>1. gardening 2. gardener 3. limiting 4. limited</td>
</tr>
</tbody>
</table>

**Plus 2 words that the children need to re-cap or 4 words from the Year ¾ word list or topic related words.**

**Assessment week. Bridging the gap with any areas from the half term.**

**Children to write their own target words for this week's home learning based on their assessment outcome.**
### Year 3 Spelling Scheme of Work

<table>
<thead>
<tr>
<th>Sum 1 Teaching</th>
<th>Homophones and near-homophones</th>
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<th>Homophones and near-homophones</th>
<th>Assessment week. Bridging the gap with any areas from the half term.</th>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Children to write their own target words for this week's home learning based on their assessment outcome.</td>
</tr>
</tbody>
</table>
| **Sum 1 Home-learning** | 1. here  
2. hear  
3. to  
4. too  
5. two  
6. no  
7. know  
8. there  
9. their  
10. they're | 1. see  
2. sea  
3. bare  
4. bear  
5. one  
6. won  
7. sun  
8. son  
9. by  
10. buy | 1. blue  
2. blew  
3. night  
4. knight  
5. brake  
6. break  
7. breaking  
8. braking  
9. grate  
10. great | 1. woman  
2. women  
3. mail  
4. male  
5. knot  
6. not  
7. meat  
8. meet  
9. main  
10. mane | 1. pair  
2. pear  
3. fair  
4. fare  
5. heard  
6. herd  
7. right  
8. write  
9. would  
10. wood | 1. quite  
2. quiet  
3. bored  
4. board  
5. air  
6. heir  
7. cereal  
8. serial  
9. allowed  
10. aloud |
## Year 3 Spelling Scheme of Work

<table>
<thead>
<tr>
<th>Sum 2 Teaching</th>
<th>Year 3 and 4 Word List Focus</th>
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<th>Revision and consolidation of the year's spellings</th>
<th>The ðsound spelt y elsewhere than at the end of words These words fit in with the Year 4 topic of Ancient Egyptians so will help with home-learning for new year group.</th>
<th>Assessment week. Bridging the gap with any areas from the half term or whole year.</th>
</tr>
</thead>
</table>