

Year 3



## **SPELLING OVERVIEW FOR 2015 - 2016**

Weekly spelling coverage for year 3 based on the Bellenden Spelling Scheme

Wk	Spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples	Evaluation
<b>Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.</b>					
1	i: y middle	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical	
2	u: ou	The /ʊ/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage	
3	k: ch	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology	
4	sh: ch	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache	
6	g: gue	Words ending with the /g/ sound spelt –gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue	
7	k: que	Words ending with the /k/ sound spelt –que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique	
8	s:sc	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend	
9	ay:ei	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil	
10	ay: eigh			weigh eight neighbour sleigh neigh inveigh freight eight	
11	ay: ey			they obey	
12	‘ reg plural	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	girls’ boys’ babies’	

13	Prefixes	un-	Most prefixes are added to the beginning of root words without any changes in spelling	the prefix un– has a negative meaning	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual	
14		dis-		the prefix dis– has a negative meaning	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displeasure disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishearten dishonest disinfect disinterested disjointed disobedient disqualify dissatisfy disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved	
15		mis		the prefix mis– has a negative meaning	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged	
16		re-		re– means ‘again’ or ‘back’.	refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire	
17	suffix –ly	+ly	<b>The suffix –ly</b> The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.	The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretly separately strangely sufficiently surreptitiously suspiciously	
18		y to an i		(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily	

19		le to ly		(2) If the root word ends with -le, the -le is changed to -ly.	gently simply humbly nobly	
20	rules for -ous		<b>The suffix -ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous	
21				Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous	
22		<b>-sure</b>	<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	The ending sounding like /ʒə/ is always spelt -sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure	
23		<b>-ture</b>	<b>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.</b>	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture	
24		<b>-sion</b>	<b>Endings which sound like /ʒən/</b>	If the ending sounds like /ʒən/, it is spelt as -sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion	

Remaining weeks – focus on findings from your evaluation. For those children ready, begin to develop strategies for knowing and applying the words from the year 3 / 4 word list.

Year 3 / 4 Word list

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