

Spelling Sessions Yearly Overview – Year 3



| Block | Week | Spelling Shed list | Part 1- Revision | | Part 2 – New spelling pattern |
|-------|------|--------------------|------------------|---|---|
| 1 | 1 | 1 | Day 1 | <u>Y2 The /z/ sound spelled s -R1</u> e.g. television treasure usual | <u>The /ow/ sound spelled 'ou</u> Note: Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. mouth around sprout sound spout ouch hound trout found proud |
| | | | Day 2 | <u>Y2 The short vowel sound 'o'- R2</u> e.g. other mother brother | |
| | | | Day 3 | <u>Y2 The /j/ sound spelled -dge at the end of words- R3</u> e.g. badge edge bridge | |
| | | | Day 4 | <u>Y2 The suffixes '-ment' and '-ness- R4</u> e.g. payment enjoyment agreement | |
| | 2 | 2 | Day 1 | <u>Y2 Possessive apostrophes (singular)- R1</u> e.g. Megan's Ravi's Cody's | <u>The /u/ sound spelled 'ou</u> Note: This digraph is only found in the middle of words. touch double country trouble young cousin enough encourage flourish couple |
| | | | Day 2 | <u>Y2 The /ee/ sound spelled '-ey'- R2</u> e.g. key donkey monkey | |
| | | | Day 3 | <u>Y2 The /j/ sound spelled -ge at the end of words.-R3</u> e.g. age huge change | |
| | | | Day 4 | <u>Y2 The suffixes '-ful' and '-less' - R4</u> e.g. careful playful thankful | |
| | 3 | 3 | Day 1 | <u>The /ow/ sound spelled 'ou- R1</u> e.g. mouth around sprout | <u>The /i/ sound spelled with a 'y.'</u> Note: Very often the 'y' is the second letter of the word but not always. gym myth Egypt pyramid mystery symbol |
| | | | Day 2 | <u>Y2 The /er/ sound spelled with o or ar. – R2</u> e.g. word | |

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| | | | | work worm | synonym lyrics system gymnastics |
| | | Day 3 | Y2 Contractions- R3 e.g. can't didn't hasn't | | |
| | | Day 4 | Y2 Words ending in '-tion'- R4 e.g. station fiction motion | | |
| 4 | 4 | Day 1 | The /u/ sound spelled 'ou'- R1 e.g. touch double country | Endings that sound like /ze/ spelled with 'sure.' Note: Words that end with a /ze/ sound are always spelled with 'sure' at the end. measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure | |
| | | Day 2 | Y2 The /z/ sound spelled s –R2 e.g. television treasure usual | | |
| | | Day 3 | Y2 The /j/ sound spelled with a g- R3 e.g. gem gym giant | | |
| | | Day 4 | Y2 Challenge Words 4- R4 e.g. last past father | | |
| 5 | 5 | Day 1 | The /i/ sound spelled with a 'y.'- R1 e.g. gym myth Egypt | Words with endings that sound like /ch/ spelled –'ture' Note: Words with endings that sound like /ch/ is often spelt –'ture' unless the root word ends in (t)ch. creature furniture picture nature adventure capture future sculpture fracture mixture | |
| | | Day 2 | Y2 Possessive apostrophes (singular)- R2 e.g. Megan's Ravi's Cody's | | |
| | | Day 3 | Y2 The short vowel sound 'o'- R3 e.g. other mother brother | | |
| | | Day 4 | Y2 Challenge Words 5 – R4 whole any many | | |
| 6 | 6 | Day 1 | Endings that sound like /ze/ spelled with 'sure.'- R1 e.g. measure | Challenge Words 1 Note: From the Y3/4 list. actual | |

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| | | | | treasure pleasure | answer bicycle circle earth enough fruit island often popular |
| | | | Day 2 | <u>The /ow/ sound spelled 'ou'- R2</u> e.g. mouth around sprout | |
| | | | Day 3 | <u>Y2 The /ee/ sound spelled '-ey'- R3</u> e.g. key donkey monkey | |
| | | | Day 4 | <u>Y2 The /j/ sound spelled -dge at the end of words- R4</u> e.g. badge edge bridge | |
| 2 | 1 | 7 | Day 1 | <u>Words with endings that sound like /ch/ spelled -'ture' – R1</u> e.g. creature furniture picture | <u>Words with the prefix 're-'</u> Note: 're-' means 'again' or 'back.' redo refresh return reappear redecorate revenge review replay reaction rebound |
| | | | Day 2 | <u>The /u/ sound spelled 'ou'- R2</u> e.g. touch double country | |
| | | | Day 3 | <u>Y2 The /er/ sound spelled with o or ar. – R3</u> e.g. word work worm | |
| | | | Day 4 | <u>Y2 The /j/ sound spelled -ge at the end of words.-R4</u> e.g. age huge change | |
| | 2 | 8 | Day 1 | <u>Challenge Words 1- R1</u> e.g. actual answer bicycle | <u>Words with the prefix 'dis-'</u> Note: 'dis' has a negative meaning. It often means 'does not' as in does not agree = disagree. disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge |
| | | | Day 2 | <u>The /i/ sound spelled with a 'y.'- R2</u> e.g. gym myth Egypt | |
| | | | Day 3 | <u>Y2 The /z/ sound spelled s –R3</u> e.g. television treasure usual | |

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| | | Day 4 | Y2 Contractions- R4 e.g. can't didn't hasn't | |
| 3 | 9 | Day 1 | Words with the prefix 're-'- R1 e.g. redo refresh return | Words with the prefix 'mis-' Note: The prefix 'mis' also creates words with negative meanings or opposites of positive words. misbehave mislead misspell mistake misplace misread mistrust misunderstanding misuse mislaid |
| | | Day 2 | Endings that sound like /ze/ spelled with '-sure.'- R2 e.g. measure treasure pleasure | |
| | | Day 3 | Y2 Possessive apostrophes (singular)- R3 e.g. Megan's Ravi's Cody's | |
| | | Day 4 | Y2 The /j/ sound spelled with a g- R4 e.g. gem gym giant | |
| 4 | 10 | Day 1 | Words with the prefix 'dis-'- R1 e.g. disappoint disagree disobey | Adding suffixes beginning with vowel letters to words of more than one syllable. Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed. |
| | | Day 2 | Words with endings that sound like /ch/ spelled -'ture' – R2 e.g. creature furniture picture | |
| | | Day 3 | The /ow/ sound spelled 'ou'- R3 e.g. mouth around sprout | |
| | | Day 4 | Y2 The short vowel sound 'o'- R4 e.g. other mother brother | |
| 5 | 11 | Day 1 | Words with the prefix 'mis-'- R1 e.g. misbehave mislead misspell | Adding suffixes beginning with vowel letters to words of more than one syllable- 2 Note: When you add a suffix (that starts with a vowel) to words of more than one syllable, and the final syllable is stressed then the final consonant will be doubled. |
| | | Day 2 | Challenge Words 1- R2 e.g. actual answer bicycle | |

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| | | | Day 3 | <p><u>The /u/ sound spelled 'ou'- R3</u> e.g. touch double country</p> | <p>permitted regretting committed forbidden propelled equipped</p> |
| | | | Day 4 | <p><u>Y2 The /ee/ sound spelled '-ey'- R4</u> e.g. key donkey monkey</p> | |
| 6 | 12 | | Day 1 | <p><u>Adding suffixes beginning with vowel letters to words of more than one syllable.- R1</u> e.g. gardening gardened limited</p> | <p><u>Challenge Words 2</u> Note: From the Y3/4 list. centre decide disappear early heart learn minute notice regular therefore</p> |
| | | | Day 2 | <p><u>Words with the prefix 're'- R2</u> e.g. redo refresh return</p> | |
| | | | Day 3 | <p><u>The /i/ sound spelled with a 'y.'- R3</u> e.g. gym myth Egypt</p> | |
| | | | Day 4 | <p><u>Y2 The /er/ sound spelled with o or ar. – R4</u> e.g. word work worm</p> | |
| 3 | 1 | 13 | Day 1 | <p><u>Adding suffixes beginning with vowel letters to words of more than one syllable- 2- R1</u> e.g. forgetting forgotten beginning</p> | <p><u>The long vowel /a/ sound spelled 'ai'</u> straight painter fainted waist strainer chained claimed failure snail waiter</p> |
| | | | Day 2 | <p><u>Words with the prefix 'dis'- R2</u> e.g. disappoint disagree disobey</p> | |
| | | | Day 3 | <p><u>Endings that sound like /ze/ spelled with '-sure.'- R3</u> e.g. measure treasure pleasure</p> | |
| | | | Day 4 | <p><u>Y2 The /z/ sound spelled s –R4</u> e.g. television treasure usual</p> | |

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| 2 | 14 | Day 1 | <u>Challenge Words 2- R1</u> e.g. centre decide disappear | The long /a/ vowel sound spelled 'ei.' vein weigh eight neighbour sleigh reign freight reins veil eighteen | |
| | | Day 2 | <u>Words with the prefix 'mis'- R2</u> e.g. misbehave mislead misspell | | |
| | | Day 3 | <u>Words with endings that sound like /ch/ spelled -'ture' – R3</u> e.g. creature furniture picture | | |
| | | Day 4 | <u>Y2 Possessive apostrophes (singular)- R4</u> e.g. Megan's Ravi's Cody's | | |
| 3 | 15 | Day 1 | <u>The long vowel /a/ sound spelled 'ai'- R1</u> e.g. straight painter fainted | The long /a/ vowel sound spelled 'ey.' obey prey convey survey grey osprey disobey they surveyor conveyor | |
| | | Day 2 | <u>Adding suffixes beginning with vowel letters to words of more than one syllable.- R2</u> e.g. gardening gardened limited | | |
| | | Day 3 | <u>Challenge Words 1- R3</u> e.g. actual answer bicycle | | |
| | | Day 4 | <u>The /ow/ sound spelled 'ou'- R4</u> e.g. mouth around sprout | | |
| 4 | 16 | Day 1 | <u>The long /a/ vowel sound spelled 'ei.'- R1</u> e.g. vein weigh eight | Adding the suffix -ly Note: Adding ly to an adjective creates an adverb that describes HOW the verb in the sentence is being done. calmly exactly deadly bravely boldly gladly deeply clearly | |
| | | Day 2 | <u>Adding suffixes beginning with vowel letters to words of more than one syllable- 2- R2</u> e.g. forgetting | | |

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| | | | | <p>forgotten beginning</p> | hourly quickly |
| | | Day 3 | <p><u>Words with the prefix 're'- R3</u> e.g. redo refresh return</p> | | |
| | | Day 4 | <p><u>The /u/ sound spelled 'ou'- R4</u> e.g. touch double country</p> | | |
| | | | | | |
| 5 | 17 | Day 1 | <p><u>The long /a/ vowel sound spelled 'ey.'- R1</u> e.g. obey prey convey</p> | <p><u>Homophones 1</u></p> <p>Note: These words sound the same but have different spellings/meanings.</p> <p>grate great grown groan main mane meat meet messed mist</p> | |
| | | Day 2 | <p><u>Challenge Words 2- R2</u> e.g. centre decide disappear</p> | | |
| | | Day 3 | <p><u>Words with the prefix 'dis'- R3</u> e.g. disappoint disagree disobey</p> | | |
| | | Day 4 | <p><u>The /i/ sound spelled with a 'y.'- R4</u> e.g. gym myth Egypt</p> | | |
| 6 | 18 | Day 1 | <p><u>Adding the suffix -ly- R1</u> e.g. calmly exactly deadly</p> | <p><u>Challenge Words 3</u></p> <p>Note: From the Y3/4 list.</p> <p>build describe imagine library natural ordinary promise recent suppose weight</p> | |
| | | Day 2 | <p><u>The long vowel /a/ sound spelled 'ai'- R2</u> e.g. straight painter fainted</p> | | |
| | | Day 3 | <p><u>Words with the prefix 'mis'- R3</u> e.g. misbehave mislead misspell</p> | | |
| | | Day 4 | <p><u>Endings that sound like /ze/ spelled with '-sure.'- R4</u> e.g. measure treasure pleasure</p> | | |
| 4 | 1 | 19 | Day 1 | <p><u>Homophones 1- R1</u></p> <p>grate/ great grown/ groan</p> | <p><u>The /l/ sound spelled '-al' at the end of words</u></p> |

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| | | | | | <p>Note: When a root word ends in 'e', remove the 'e' and then add 'al'. When a root word ends in 'y', exchange the 'y' for an 'i' and then add 'al'.</p> |
| | | | Day 2 | <p><u>The long /a/ vowel sound spelled 'ei.'</u> - R2</p> <p>e.g. vein weigh eight</p> | <p>arrival burial comical emotional national magical personal optional survival tropical</p> |
| | | | Day 3 | <p><u>Adding suffixes beginning with vowel letters to words of more than one syllable.</u> - R3</p> <p>e.g. gardening gardened limited</p> | |
| | | | Day 4 | <p><u>Words with endings that sound like /ch/ spelled -'ture'</u> - R4</p> <p>e.g. creature furniture picture</p> | |
| | | | | | |
| 2 | 20 | Day 1 | <p><u>Challenge Words 3- R1</u></p> <p>e.g. build describe imagine</p> | <p><u>The /l/ sound spelled '-le' at the end of words</u></p> <p>battle article struggle possible capable settle humble terrible example adjustable</p> | |
| | | Day 2 | <p><u>The long /a/ vowel sound spelled 'ey.'</u> - R2</p> <p>e.g. obey prey convey</p> | | |
| | | Day 3 | <p><u>Adding suffixes beginning with vowel letters to words of more than one syllable- 2- R3</u></p> <p>e.g. forgetting forgotten beginning</p> | | |
| | | Day 4 | <p><u>Challenge Words 1- R4</u></p> <p>e.g. actual answer bicycle</p> | | |
| 3 | 21 | Day 1 | <p><u>The /l/ sound spelled '-al' at the end of words- R1</u></p> <p>e.g. arrival burial comical</p> | <p><u>Adding the suffix '-ly' when the root word ends in '-le</u></p> <p>Note: When adding the suffix 'ly' to root words that end in 'le' then the 'e' is dropped and 'y' added.</p> <p>gently simply humbly nobly durably terribly incredibly responsibly wrinkly</p> | |
| | | Day 2 | <p><u>Adding the suffix -ly- R2</u></p> <p>e.g. calmly exactly deadly</p> | | |

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| | | Day 3 | <u>Challenge Words 2- R3</u> e.g. centre decide disappear | possibly |
| | | Day 4 | <u>Words with the prefix 're'- R4</u> e.g. redo refresh return | |
| 4 | 22 | Day 1 | <u>The /l/ sound spelled '-le' at the end of words- R1</u> e.g. battle article struggle | <u>Adding the suffix '-ally'</u> Note: When a root words ends in 'ic' we don't add 'ly'. Instead we add 'ally' straight on to the end. basically frantically dramatically historically nationally emotionally accidentally automatically traditionally specifically |
| | | Day 2 | <u>Homophones 1- R2</u> grate/ great grown/ groan | |
| | | Day 3 | <u>The long vowel /a/ sound spelled 'ai'- R3</u> e.g. straight painter fainted | |
| | | Day 4 | <u>Words with the prefix 'dis'- R4</u> e.g. disappoint disagree disobey | |
| 5 | 23 | Day 1 | <u>Adding the suffix '-ly' when the root word ends in '-le- R1</u> e.g. gently simply humbly | <u>Adding the suffix -ly. Words which do not follow the rules</u> Note: These do not follow the pattern so just need to be learnt! truly duly publicly daily slyly shyly fully wholly coyly happily |
| | | Day 2 | <u>Challenge Words 3- R2</u> e.g. build describe imagine | |
| | | Day 3 | <u>The long /a/ vowel sound spelled 'ei.'- R3</u> e.g. vein weigh eight | |
| | | Day 4 | <u>Words with the prefix 'mis'- R4</u> e.g. misbehave mislead misspell | |
| 6 | 24 | Day 1 | <u>Adding the suffix '-ally'- R1</u> e.g. basically frantically dramatically | <u>Challenge Words 4</u> Note: From the Y3/4 list. address arrive |

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| | | | Day 2 | <p><u>The /l/ sound spelled 'al' at the end of words- R2</u> e.g. arrival burial comical</p> | <p>certain experience history mention occasionally probably reign sentence</p> |
| | | | Day 3 | <p><u>The long /a/ vowel sound spelled 'ey.'- R3</u> e.g. obey prey convey</p> | |
| | | | Day 4 | <p><u>Adding suffixes beginning with vowel letters to words of more than one syllable.- R4</u> e.g. gardening gardened limited</p> | |
| 5 | 1 | 25 | Day 1 | <p><u>Adding the suffix -ly. Words which do not follow the rules- R1</u> e.g. truly duly publicly</p> | <p><u>Words ending in '-er' when the root word ends in (t)ch</u></p> <p>Note: Words that end in 'ch' can have 'er' added straight on to the end.</p> <p>teacher catcher richer stretcher watcher dispatcher butcher preacher cruncher scorcher</p> |
| | | | Day 2 | <p><u>The /l/ sound spelled '-le' at the end of words- R2</u> e.g. battle article struggle</p> | |
| | | | Day 3 | <p><u>Adding the suffix -ly- R3</u> e.g. calmly exactly deadly</p> | |
| | | | Day 4 | <p><u>Adding suffixes beginning with vowel letters to words of more than one syllable- 2- R4</u> e.g. forgetting forgotten beginning</p> | |
| | 2 | 26 | Day 1 | <p><u>Challenge Words 4- R1</u> e.g. address arrive certain</p> | <p><u>Words with the /k/ sound spelled 'ch.'</u></p> <p>Note: These words have their origins in the Greek language.</p> <p>scheme chorus chemist echo character stomach monarch school anchor chaos</p> |
| | | | Day 2 | <p><u>Adding the suffix '-ly' when the root word ends in '-le- R2</u> e.g. gently simply humbly</p> | |
| | | | Day 3 | <p><u>Homophones 1- R3</u></p> <p>grate/ great grown/ groan</p> | |

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| | | | Day 4 | <u>Challenge Words 2- R4</u> e.g. centre decide disappear | |
| 3 | 27 | Day 1 | <u>Words ending in '-er' when the root word ends in (t)ch- R1</u> e.g. teacher catcher richer | <u>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'</u> Note: These words are French in origin. vague league plague tongue fatigue antique unique grotesque mosque plaque | |
| | | Day 2 | <u>Adding the suffix '-ally'- R2</u> e.g. basically frantically dramatically | | |
| | | Day 3 | <u>Challenge Words 3- R3</u> e.g. build describe imagine | | |
| | | Day 4 | <u>The long vowel /a/ sound spelled 'ai'- R4</u> e.g. straight painter fainted | | |
| 4 | 28 | Day 1 | <u>Words with the /k/ sound spelled 'ch,'- R1</u> e.g. scheme chorus chemist | <u>Words with the /s/ sound spelled 'sc'</u> Note: These words are Latin in origin. science scene discipline fascinate crescent scissors ascend scented scenery descend | |
| | | Day 2 | <u>Adding the suffix -ly. Words which do not follow the rules- R2</u> e.g. truly duly publicly | | |
| | | Day 3 | <u>The /l/ sound spelled '-al' at the end of words- R3</u> e.g. arrival burial comical | | |
| | | Day 4 | <u>The long /a/ vowel sound spelled 'ei,'- R4</u> e.g. vein weigh eight | | |
| 5 | 29 | Day 1 | <u>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'- R1</u> e.g. vague league plague | <u>Homophones 2</u> Note: These have the same pronunciation but different meanings and/or spellings. ball bawl berry bury | |

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| | | | Day 2 | <u>Challenge Words 4- R2</u> e.g. address arrive certain | brake break fair fare mail male |
| | | | Day 3 | <u>The /l/ sound spelled '-le' at the end of words- R3</u> e.g. battle article struggle | |
| | | | Day 4 | <u>The long /a/ vowel sound spelled 'ey.'- R4</u> e.g. obey prey convey | |
| 6 | 30 | Day 1 | <u>Words with the /s/ sound spelled 'sc'- R1</u> e.g. science scene discipline | <u>Challenge Words 5</u> Note: From the Y3/4 list. accidentally breathe century consider eight guard heard peculiar possible quarter | |
| | | Day 2 | <u>Words ending in '-er' when the root word ends in (t)ch- R2</u> e.g. teacher catcher richer | | |
| | | Day 3 | <u>Adding the suffix '-ly' when the root word ends in '-le- R3</u> e.g. gently simply humbly | | |
| | | Day 4 | <u>Adding the suffix '-ly- R4</u> e.g. calmly exactly deadly | | |
| 6 | 1 | 31 | Day 1 | <u>Homophones 2- R1</u> e.g. ball/ bawl berry/ bury | <u>The suffix '-sion' pronounced /ʒən/</u> division invasion confusion decision collision television erosion vision fusion revision |
| | | Day 2 | <u>Words with the /k/ sound spelled 'ch.'- R2</u> e.g. scheme chorus chemist | | |
| | | Day 3 | <u>Adding the suffix '-ally'- R3</u> e.g. basically frantically dramatically | | |
| | | Day 4 | <u>Homophones 1- R4</u> grate/ great grown/ groan | | |
| | 2 | 32 | Day 1 | <u>Challenge Words 5- R1</u> e.g. accidentally breathe | <u>Challenge Words 6</u> Note: From the Y3/4 word list. |

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| | | | | century | difficult important length perhaps position pressure question strange special purpose |
| | | Day 2 | <u>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'</u> R2 e.g. vague league plague | | |
| | | Day 3 | <u>Adding the suffix -ly.</u> <u>Words which do not follow the rules- R3</u> e.g. truly duly publicly | | |
| | | Day 4 | <u>Challenge Words 3- R4</u> e.g. build describe imagine | | |
| 3 | 33 | Day 1 | <u>The suffix '-sion' pronounced /ʒən/- R1</u> e.g. division invasion confusion | Revision – <u>spelling rules we have learned in Stage 3 (1)</u> pleasure island dislocate disadvantage decide survey exactly bravely ordinary promise | |
| | | Day 2 | <u>Words with the /s/ sound spelled 'sc'- R2</u> e.g. science scene discipline | | |
| | | Day 3 | <u>Challenge Words 4- R3</u> e.g. address arrive certain | | |
| | | Day 4 | <u>The /l/ sound spelled '-al' at the end of words- R4</u> e.g. arrival burial comical | | |
| 4 | 34 | Day 1 | <u>Challenge Words 6- R1</u> e.g. difficult important length | Revision – <u>spelling rules we have learned in Stage 3 (2)</u> freight hourly missed suppose plaque descend grotesque automatically daily scented | |
| | | Day 2 | <u>Homophones 2- R2</u> e.g. ball/ bawl berry/ bury | | |
| | | Day 3 | <u>Words ending in '-er' when the root word ends in (t)ch- R3</u> e.g. teacher catcher richer | | |
| | | Day 4 | <u>The /l/ sound spelled '-le' at the end of words- R4</u> e.g. | | |

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| | | | | battle article struggle | |
| 5 | 35 | Day 1 | <u>Revision –spelling rules we have learned in Stage 3 (1)- R1</u> e.g. pleasure island dislocate | <u>Revision –spelling rules we have learned in Stage 3 (3)</u> teacher scheme history mention bawl crescent eighteen regular disable mane | |
| | | Day 2 | <u>Challenge Words 5- R2</u> e.g. accidentally breathe century | | |
| | | Day 3 | <u>Words with the /k/ sound spelled 'ch.'- R3</u> e.g. scheme chorus chemist | | |
| | | Day 4 | <u>Adding the suffix '-ly' when the root word ends in '-le- R4</u> e.g. gently simply humbly | | |
| 6 | 36 | Day 1 | <u>Revision –spelling rules we have learned in Stage 3 (2)- R1</u> e.g. freight hourly missed | <u>Revision –spelling rules we have learned in Stage 3 (4)</u> disappear reaction capable personal specifically misunderstanding freight committed forbidden neighbour | |
| | | Day 2 | <u>The suffix '-sion' pronounced /ʒən/- R2</u> e.g. division invasion confusion | | |
| | | Day 3 | <u>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'- R3</u> e.g. vague league plague | | |
| | | Day 4 | <u>Adding the suffix '-ally'- R3</u> e.g. basically frantically dramatically | | |

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| | Homophones/near homophones |
| | Prefixes |
| | Punctuation links |
| | Sounds and spelling choices |
| | Suffixes |
| | Statutory/ Common Exception Words |
| | Mixed revision |

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| R1, R2, R3, R4 | How many times a rule/pattern has been revised Approximate timings: R1 – 2 weeks after spelling first taught R2 – 3 weeks after R1 R3 – 4 weeks after R2 R4 – 5 weeks after R3 |
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