

Year 3 Spelling List

Common exception words (taken from year 3 & 4 spelling list) (53)	Spell homophones and near homophones (10)	Spell words with prefixes and suffixes (re- dis- mis-) (7)	Spell words with the possessive apostrophe for regular and irregular plurals (4)
<p>actual, address, answer, arrive, believe, bicycle, breath, busy, calendar, centre, circle, complete, consider, continue, decide, describe, different, difficult, early, earth, eight, eighth, exercise, experiment, extreme, February, forward, forwards, fruit, grammar, group, heard, heart, history, important, interest, learn, length, material, ordinary, particular, peculiar, perhaps, popular, possible, potatoes, probably, promise, question, remember, strange, strength, suppose</p>	<p>grate/great groan/grown main/mane meat/meet missed/mist</p>	<p>refresh redo disagree disobey disappear mistake misbehave</p>	<p>Regular plural (end in an s): The horses' field (more than one horse) The girls' voices (more than one girl)</p> <p>Irregular plural (do not already end in an s): The children's toys The team's kit.</p>

Total- 74 words

Year 3 Spelling Parent Information

These are a set of spellings for your child to learn across the year, as well as learning these words at school it would support your child to practise spelling these words at home. The list is made up from statutory words for that year group and spelling rules that are covered in that year that they should be able to apply to not only these words, but other words too.

How will my child be assessed?

- Your child will continually be assessed through their independent written work to monitor whether they can consistently spell these words. The children will also be tested on these words termly, please practise these at home along with other words that follow these rules.

What else can you practise with your child?

Your Year 3 child will also be expected to know:

- How to use inverted commas for speech
- To ensure they are applying spelling rules from year 2 such as to double the consonant when adding a suffix if there is a short vowel sound before the consonant e.g., swim becomes swimming when adding the -ing suffix as there is a short 'i' like 'ink' rather than 'i' in 'kind'. Also, to recognise when a 'y' on the end of a word needs to change to an 'i' before adding a suffix e.g., baby -> babies, happy->happier, hurry->hurried
- Understand when an apostrophe is used for a contraction or possession

How can you help your child at home?

1. Practise phonics

- Phonics is the main way your child will learn to spell at the start of primary school. You can use phonics by encouraging your child to spell a word by breaking it up into individual sounds and then matching those sounds to the letters of the alphabet.
- Reminding children to segment 'frog' into its four sounds – 'f' 'r' 'o' 'g' – sounds like such a basic way of supporting spelling, but practising it is very important if it is to become second nature. Children will be aware of the term 'digraph' for two letters making one sound and 'trigraph' for three letters making one sound.

2. Help with practising spellings at home

- Draw their attention to any patterns or groups of letters in the words, making links to the phonics they've been taught: 'which letters are making the 'ay' sound here? Yes, it's the 'ai', just like in 'gain' and 'Spain'. That's different to the 'ay' sound in 'play', isn't it?'
- Use over-pronunciation. So, for *Wednesday*, encourage children to say *Wed-nes-day* as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in *-ed*), and over-emphasising these while spelling them out can help fix the spelling in your child's memory.
- Ask your child to write down the words that they need to remember how to spell. The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. Typing the words into a PC or tablet isn't as effective.
- Focus your child's attention on the tricky bits in a word by asking them to highlight them. For example, show them that *said* has 'ai' in the middle and ask them to write the word, and then highlight or underline this part to help them remember. Few resources are more motivating than a highlighter pen for primary-aged children!

3. Play spelling games

- Playing games can help children to learn about spelling in an enjoyable way.
- Your child will have access to the online platform 'Ed Shed' to practise the spellings and spelling rules listed above.
- You can also make up active games where you cut words up into their sounds and children race to put them in the correct order.

- Traditional games like hangman. Making silly sentences can be great fun too. Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible.
For example, your child may have to learn 'room took hoop foot book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Why not draw illustrations to go with the sentences?

4. Find the right resources

- Learning to spell is a gradual process and mastering English's complex spelling system can take time. All children are different: some pick up spelling quickly, while others take longer. Whatever their level, here is a link to lots of free activities that can support them:

https://home.oxfordowl.co.uk/?s=spelling&_post_types=activities&_school_year_categories=year-3