



Spelling

The children in each year group spend 3 lessons a week specifically focussing on developing their understanding of spelling. At Ashley Junior School, our teaching of spelling reflects the **2014 National curriculum requirements** and focuses on the teaching of the **Statutory Word lists** for each year group and **spelling rules and conventions**. The 'No Nonsense' spelling scheme forms the basis for our progressions in teaching spelling. All weekly spelling patterns are **displayed in every classroom** and **woven into all the children's writing journeys** throughout the year. The following pages share the spellings that will be covered in your child's year group.

To support your child's spelling further **DoodleSpell** is set as **home learning**. DoodleSpell is an online programme that supports your child with a personalised work schedule tailored to their strengths or gaps. Rather than simply teaching spellings, DoodleSpell helps children to understand the meaning behind words and how to use them in sentences, giving them a solid foundation to build on in the classroom. By linking your email address to your child's Doodle account you will be able to monitor your child's progress on the free **DoodleConnect app**.

- Introducing spelling rules- spellings on display in the classroom
- Multi sensory learning of words- word searches, pyramids, rainbow writing, shape writing
- 'Comic Sans' font used
- Personalised spelling book mark in writing books
- Hand writing practise x 3 per week using the spelling rule
- Spellings are woven into the writing journeys
- Lexia, Nessy, Beat dyslexia- SEND
- Spellings are picked up in the children's writing maximum of 3 errors



Ashley Junior School

Year 3 Term 1A Overview

Objectives that are in pink are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

| Week 1 Words with the long /eɪ/ sound spelt with ei | Week 2 Words with the long /eɪ/ sound spelt with ey | Week 3 Words with the long /eɪ/ sound spelt with ai | Week 4 Words with /æ/ sound spelt with ear | Week 5 Homophones & near homophones | Week 6 Homophones & near homophones | Week 7 Review Week |
|--|--|--|---|--|--|---|
| eight | hey | straight | earth | here | berry | Within this assess & review week, use the provided Year 3 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| eighth | they | campaign | early | hear | bury | |
| eighty | obey | contain | learn | heel | brake | |
| weight | grey | brain | heard | heal | break | |
| neighbour | prey | faint | earn | main | meet | |
| vein | whey | waist | pearl | mane | meat | |
| veil | survey | claim | search | mail | ball | |
| beige | convey | praise | unearth | male | bawl | |
| sleigh | disobey | complaint | earl | knot | fair | |
| freight | purvey | afraid | rehearse | not | fare | |

'Aspiration, Resilience, Respect and Responsibility.'



Ashley Junior School

Year 3 Term 1B Overview

Objectives that are in pink are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

| Week 1 Creating adverbs using the suffix -ly (no change to root word) | Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) | Week 3 Creating adverbs using the suffix -ly (root word ends in 'le') | Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') | Week 5 Creating adverbs using the suffix -ly (exceptions to the rules) | Week 6 Statutory Spelling Challenge Words | Week 7 Review Week |
|--|---|--|--|---|--|---|
| kindly | happily | gently | basically | truly | believe | Within this assess & review week, use the provided Year 3 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| quickly | angrily | simply | frantically | duly | appear | |
| safely | lazily | humbly | dramatically | wholly | often | |
| rudely | easily | nobly | magically | fully | group | |
| sweetly | busily | horribly | tragically | daily | breath | |
| strongly | greedily | terribly | comically | publicly | continue | |
| bravely | messily | possibly | actually | dryly | arrive | |
| secretly | wearily | incredibly | accidentally | slyly | women | |
| finally | cheekily | comfortably | occasionally | shyly | describe | |
| usually | clumsily | probably | eventually | cooly | height | |



Ashley Junior School

Year 3 Term 2A Overview

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|---|---|---|---|---|---|
| Words with short /i/ sound spelt with 'y' | Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) | Adding suffixes beginning with a vowel (er/ed/er/ing) to words with more than one syllable (stressed last syllable - double the final consonant) | Creating negative meanings using prefix mis- | Creating negative meanings using prefix dis- | Words with a /k/ sound spelt with 'ch' | Review Week |
| myth | gardener | forgetting | misspell | dislike | scheme | Within this assess & review week, use the provided Year 3 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| gym | gardening | forgotten | mislead | disobey | chorus | |
| Egypt | limited | beginning | mistreat | discolour | echo | |
| pyramid | limiting | beginner | misbehave | discover | character | |
| mystery | offering | preferred | mistrust | disappear | ache | |
| hymn | offered | preferring | misprint | dishonest | chaos | |
| system | benefited | occurred | misuse | disallow | stomach | |
| symbol | benefiting | occurring | misplace | disbelieve | chemistry | |
| lyric | focused | forbidden | misheard | disapprove | orchestra | |
| typical | focusing | committed | misread | discontinue | technology | |

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Year 3 Term 2B Overview

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| Week 1 Homophones & Near Homophones | Week 2 Homophones & Near Homophones | Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back') | Week 4 Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' | Week 5 Words with a /sh/ sound spelt with 'ch' | Week 6 Statutory Spellings Challenge Words | Week 7 Review Week |
|---|---|--|--|---|--|---|
| grate | scent | bicycle | league | chef | address | Within this assess & review week, use the provided Year 3 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| great | sent | biplane | plague | chalet | busy | |
| grown | vain | bisect | rogue | machine | business | |
| groan | vein | bilingual | vague | brochure | heart | |
| plain | rode | biannual | fatigue | crochet | fruit | |
| plane | road | reappear | unique | ricochet | breathe | |
| peace | steel | redecorate | antique | parachute | strange | |
| piece | steal | reapply | mosque | moustache | complete | |
| rain | waist | repay | cheque | champagne | extreme | |
| reign | waste | rebuild | technique | chute | forwards | |



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Year 3 Term 3A Overview

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| Week 1 Words ending in -ary | Week 2 Words with a short /ʊ/ sound spelt with 'o' | Week 3 Words with a short /ʊ/ sound spelt with 'ou' | Week 4 Word families based on common words, showing how words are related in form and meaning. | Week 5 Word families based on common words, showing how words are related in form and meaning | Week 6 Word families based on common words, showing how words are related in form and meaning | Week 7 Review Week |
|-----------------------------------|---|--|---|--|--|---|
| library | woman | enough | instruct | scope | press | Within this assess & review week, use the provided Year 3 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| February | wonder | young | structure | telescope | suppress | |
| dictionary | month | touch | construction | microscope | express | |
| boundary | govern | double | instruction | horoscope | compress | |
| salary | brother | trouble | instructor | periscope | impress | |
| summary | another | country | unit | inspect | prevent | |
| primary | shovel | courage | union | spectator | invent | |
| secondary | above | rough | united | respect | venture | |
| ordinary | Monday | tough | universe | perspective | adventure | |
| necessary | discover | cousin | university | spectacles | eventful | |

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Year 3 Term 3B Overview

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| Week 1 Words ending in the suffix -al | Week 2 Words ending with an /zhu/ sound spelt with 'sure' | Week 3 Words ending with a /chuh/ sound spelt with 'ture' | Week 4 Words ending with a /chuh/ sound spelt as 'ture' | Week 5 Silent Letters Revision | Week 6 Silent Letters Revision | Week 7 Review Week |
|--|--|--|--|-----------------------------------|-----------------------------------|--|
| natural | treasure | creature | lecture | island | build | Within this assess & review week, use the provided Year 3 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupils progress against the objectives that have been covered within this half-term. |
| occasional | measure | picture | literature | answer | guide | |
| actual | pleasure | nature | fracture | write | guard | |
| accidental | enclosure | furniture | miniature | wrapper | wheat | |
| medical | closure | capture | mixture | knife | whale | |
| national | leisure | culture | puncture | knock | honest | |
| capital | exposure | moisture | sculpture | thumb | whirl | |
| vocal | pressure | future | signature | doubt | gnome | |
| sensational | composure | gesture | temperature | half | gnaw | |
| personal | fissure | structure | texture | calm | surprise | |