



YEAR 3

WHOLEYEAR OVERVIEW

YEAR 3 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	1. Revision of the alphabetic code - Phonics <i>No booklet for this rule. Teachers to review alphabetic knowledge with children.</i>	2. Common words from key stage 1 and setting non negotiables	3. Statutory word list and adding prefixes and suffixes to these where appropriate	4. Revision of Suffixes. Revision from Y2, <i>ing, ed, er, est and plurals (-s and -es)</i>	5. Adding suffixes beginning with vowel letters to words of more than one syllable	6. The /I/ sound spelt y elsewhere than at the end of words	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The /u/ sound spelt <i>ou</i>	4. Prefixes <i>mis-dis-</i>	5. More prefixes <i>re-sub-tele-</i>	6. More prefixes <i>super-auto-pre-</i>	7. Review and assessment of spelling taught this half term.
Spring 1	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The suffix <i>-ation</i>	4. The suffix <i>-ly</i>	5. Words with endings sounding like /ʒə/ or /tʃə/	6. The suffix <i>-ous</i>	7. Review and assessment of spelling taught this half term.
Spring 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Endings which sound like /ʒen/ <i>-sion</i>	4. Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>	5. Recap and review of Year 2 words and rules	6. More prefixes <i>re-sub-tele-</i>	7. Review and assessment of spelling taught this half term.
Summer 1	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)	4. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	5. Words with the /s/ sound spelt sc (Latin in origin)	6. Words with the /ei/ sound spelt <i>ei, eigh, or ey</i>	7. Review and assessment of spelling taught this half term.
Summer 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Possessive apostrophe with plural words	4. Homophone s and near homophones	5. Homophone s and near homophones	6. Statutory word list and adding prefixes and suffixes to these where appropriate.	7. Review and assessment of spelling taught this half term.