

HIAS English Team

Year 3 Spelling Recovery

Part of the HIAS Step Up to Catch Up Curriculum for post Covid-19

A long-term spelling overview to support schools in covering curriculum requirements as well as allowing for revision and consolidation from previous years due to Covid-19.

August 2020
Final version

© Hampshire County Council

HIAS English Team Spelling Recovery

Year 3 key principles

Key principles:

- The teaching of spelling should encompass a range of phonemic, visual and morphological principles in order that children acquire a range of linguistic approaches in learning to spell.
- In Year 3, children will need the opportunity to revisit previously taught and learned spelling knowledge and skills from the Year 2 curriculum in order to close any gaps in their learning as well as consolidate some of the spelling rules, patterns and learned grapheme-phoneme correspondences (GPCs) they have previously explored.
- The same spelling rules, patterns and sounds learned in Year 2 can be revisited through more challenging spelling word choices.
- Overlearning and repetition leads to mastery.
- Spelling investigation is an appropriate and engaging approach for deepening understanding of spelling rules and patterns.
- Children should learn and apply a range of strategies to learn spellings.
- Proof reading should be a regular part of spelling practice and consolidation.
- Self-help tools such as GPC charts, dictionaries and word banks should be provided and modelled to increase spelling independence.
- Children should be given the opportunity to practise and apply the explicit instructional teaching through a range of practical activities.
- Regular teaching should allow for sufficient curriculum coverage and enable children to address common errors swiftly.
- Ongoing formative assessment should inform teaching coverage and practice. This suggested overview must be used flexibly and reshaped according to pupils' spelling needs and priorities.
- All of the Year 3/4 word list is included and is repeated in Year 4 for further consolidation and application into writing.
- The Year 3/4 word list words have been grouped, where possible, according to the spelling rules that could be applied to learning – linking directly to the *HIAS Spelling Essentials* resource, available via Moodle+.
- Any exemplification provided can be changed or added to – this should be used as a flexible working document and guide by teachers.
- When relevant, spelling curriculum content can also be taught as part of a writing learning journey, linked to a text driver.
- The suggested weekly curriculum coverage can be organised and delivered through as many discrete lessons as you feel is appropriate for your pupils.



Year 3 Guidance

Revision from Year 2 (National Curriculum)	Year 3 Spelling Curriculum Guidance (National Curriculum)
<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. <p>English – Key Stages 1 and 2</p> <ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • spell new words correctly and have plenty of practice in spelling them. • As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Phonemic knowledge

Knowledge of grapheme-phoneme correspondences is crucial for effective spelling.

Visual and semantic knowledge

Approaches that emphasise overlearning for memory, visual methods and knowledge of context are useful here.

Morphological and etymological knowledge

Morphology is the study of words and how they are formed. Morphology analyses parts of words (morphemes), such as root words, prefixes and suffixes.

Etymology is the study of the origin of words.

Autumn 1 – Revision of Year 2

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 <p>Phonemic knowledge</p>	<p>The /l/ or /əl/ sound spelt -le and -el at the end of words (bottle, muddle, little, towel, camel)</p>	<p>The /ɔ:/sound spelt a before l and ll (call, tall, ball, walk, talk, always)</p>	<p>The /ɔ:/ sound spelt ar after w (war, warm, towards, ward, warn)</p>	<p>The /ɜ:/ sound spelt or after w (word, work, worm, world, worth, worse, worst)</p>	<p>The /l/ or /əl/ sound spelt -al at the end of words (metal, pedal, capital, hospital, animal, petal; and with suffix '-al', medical, magical)</p>	<p>The /ʌ/ sound spelt o (other, mother, brother, nothing, none, Monday)</p>
 <p>Visual and semantic knowledge</p> <p>Y2 CEWs</p>	<p><u>sh</u>ould <u>w</u>ould <u>c</u>ould beautiful because</p>	<p><u>b</u>reak <u>g</u>reat <u>s</u>teak people parents</p>	<p><u>o</u>ld <u>c</u>old <u>g</u>old <u>h</u>old <u>t</u>old</p>	<p><u>f</u>ind <u>k</u>ind <u>m</u>ind <u>b</u>ehind pretty</p>	<p><u>b</u>ath <u>p</u>ath <u>f</u>ather hour money</p>	<p><u>c</u>lass <u>g</u>rass <u>p</u>ass clothes water</p>
 <p>Morphological and etymological knowledge</p>	<p>Adding endings -ing, -ed, -er, and -est to words ending in -y</p>	<p>Suffixes -ment and -ness</p>	<p>Apostrophes for contractions</p>	<p>Suffixes -less, -ly and -ful</p>	<p>Practise prefix dis- Apply prefix un-</p>	<p>The possessive apostrophe (singular nouns)</p>

Autumn 2 – Revision of Year 2 and Year 3 Curriculum Combined

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 <p>Phonemic knowledge</p>	<p>The /l/ or /əl/ sounds spelt il at the end of words (eg <i>gerbil, nostril, pencil, fossil, evil, peril</i>)</p>	<p>Vowel digraphs: words with the /eɪ/ sound spelt ei (<i>vein</i>), eigh (<i>sleigh</i>), aigh (<i>straight</i>) or ey (<i>they</i>)</p>	<p>The /ɪ/ sound spelt y (<i>myth, gym, Egypt, pyramid, mystery</i>)</p>	<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin eg <i>fatigue, catalogue, unique, opaque</i>)</p>	<p>Words with the /ʃ/ sound spelt ch (mostly French in origin eg <i>chef, chalet, machine</i>) as well as s and ss(ion/ure) (eg <i>television, discussion, treasure</i>)</p>	<p>Words with the /k/ sound spelt ch (Greek in origin eg <i>choir, school, Christmas</i>)</p>
 <p>Visual and semantic knowledge</p> <p>Y2 CEWs</p>	<p><u>move</u> <u>prove</u> im<u>prove</u> <u>sugar</u> <u>sure</u> every everybody after</p>	<p><u>wild</u> <u>child</u> child<u>ren</u> half most even eye</p>	<p><u>any</u> <u>many</u> climb again busy only plant</p>	<p>Mr Mrs <u>past</u> <u>fast</u> <u>last</u> <u>who</u> <u>whole</u> both</p>	<p>Homophones & near homophones There/they're/their here/hear, to/too/two, be/bee, blue/blew, night/knight quite/quiet, see/sea, bare/bear</p>	<p>Homophones & near homophones There/they're/their here/hear, to/too/two, be/bee, blue/blew, night/knight, one/won, sun/son</p>
 <p>Morphological and etymological knowledge</p>	<p>Prefixes mis- and re-</p>	<p>Prefixes sub- and tele-</p>	<p>Prefixes super-, anti- and auto-</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable (eg <i>gardening, gardener, limiting, limited, limitation</i>)</p>	<p>Prefixes in- and il-</p>	<p>Prefixes ir- and im-</p>

Spring 1 – Year 3/4 Curriculum

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 <p>Phonemic knowledge</p>	<p>Rare GPCs (/ɪ/ sound) (<i>sympathy, cygnet, typical</i>)</p>	<p>vowel digraphs (<i>ai, ay, a-e</i>)</p>	<p>The /ʌ/ sound spelt ou (<i>young, touch, double, trouble, country</i>)</p>	<p>Vowel digraphs (<i>ee, ea, e, ie, ey</i>)</p>	<p>Vowel digraphs (<i>igh, ie, i-e, y</i>)</p>	<p>Vowel digraphs (<i>oa, ow, o, oe, o-e</i>)</p>
 <p>Visual and semantic knowledge</p> <p>Year 3/4 word list words grouped by rules, where possible (see <i>HIAS Spelling Essentials</i>)</p>	<p>Double consonants</p> <p>address appear arrive difficult grammar occasion opposite pressure suppose</p>	<p>/eigh/ sound</p> <p>eight/eighth reign weight height (exception)</p> <p>Prefixes</p> <p>(dis)appear (dis)believe (re)build</p>	<p>Homophones & near homophones</p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown,</p>	<p>Other words</p> <p>answer breath breathe busy business</p>	<p>Other words</p> <p>consider complete continue early fruit</p>	<p>Other words</p> <p>group guard forward(s) heard imagine</p>
 <p>Morphological and etymological knowledge</p>	<p>Apostrophes for contractions</p>	<p>The suffix -ation</p> <p>information, adoration, sensation, preparation, admiration</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable (<i>gardening, gardener, limiting, limited, limitation</i>)</p>	<p>Adding endings -ing, -ed, -er, and -est to words ending in -y</p>	<p>Apostrophes for singular possession</p>	<p>Suffix -ly, -less and -ful</p>

Spring 2 – Year 3/4 Curriculum						
Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 Phonemic knowledge	Vowel digraphs oo, ew, ue, u-e	Vowel digraphs oo, u (look)	Vowel digraphs ow, ou (cow)	Vowel digraphs oi, oy	Vowel digraphs or, aw, au, ore, al	Vowel digraphs ur, er, ir
 Visual and semantic knowledge Year 3/4 word list words grouped by rules (see <i>HIAS Spelling Essentials</i>)	Other words important island learn often particular peculiar perhaps popular potatoes	Other words probably promise purpose remember sentence special straight strange surprise	Homophones here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist	Topic vocabulary	'or' sound as augh caught naughty	Suffix -ly accidentally actually occasionally
Draw upon all linguistic principles to consolidate spelling learning, applying a range of strategies						
Phonemic	Dictionary work Use the first two or three letters of a word to check its spelling in a dictionary	Dictation Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Proof reading in small chunks (sentences)	Topic vocabulary Spell new words correctly and have plenty of practice in spelling them.	Dictionary work Use dictionaries efficiently	Personal spelling list
Visual & Semantic						
Morphological & Etymological						

Summer 1 – Year 3/4 Curriculum						
Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 Phonemic knowledge	Trigraphs: /air/ air, are, ear	Trigraphs: /ear/ ear, eer, ere	Split digraphs i-e, e-e, a-e, o-e	The /ɪ/ sound spelt y elsewhere than at the end of words <i>(crystal, symbol, cylinder)</i>	The /ʌ/ sound spelt ou <i>(cousin, courage, encourage, enough, rough, touch, rough)</i>	Words with the /k/ sound spelt ch (Greek in origin) <i>scheme, chorus, chemist, echo, character</i>
 Visual and semantic knowledge Y3/4 Word List words grouped by rules (see <i>HIAS Spelling Essentials</i>)	-ough enough though/although thought through	Unstressed vowels different favourite February interest library ordinary separate	Split digraphs decide describe extreme guide surprise	-tion and -sion mention position possess(ion) question	Soft C bicycle centre century certain circle decide exercise experience medicine notice recent	Homophones peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
 Morphological and etymological knowledge	Suffixes -ment and -ness	Practise prefix dis- Apply prefix un-	Prefixes mis- and re-, in-, il-, im-	Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)	Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)	Apostrophes for singular possession

Summer 2 – Year 3/4 Curriculum						
Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 Phonemic knowledge	Words with the /ʃ/ sound spelt ch (mostly French in origin eg <i>brochure, chute, parachute</i>)	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin, eg <i>league, tongue, antique, mosque</i>)	Words with the /eɪ/ sound spelt ei, eigh, or ey (eg <i>veil, eight, freight, prey, obey</i>)	Split digraphs i-e, e-e, a-e, o-e	Trigraphs: /air/ air, are, ear	Trigraphs: /ear/ ear, eer, ere
 Visual and semantic knowledge Year 3/4 Word List words grouped by rules (See <i>HIAS Spelling Essentials</i>)	-ible possible Adverbials therefore	-ous famous various Silent k knowledge	Revision of homophones & near homophones	Cross-curricular words calendar earth experiment heart history	Cross-curricular words increase minute natural quarter	Cross-curricular words regular strength material length
Draw upon all linguistic principles to consolidate spelling learning, applying a range of strategies						
Phonemic	Dictionary work Use the first two or three letters of a word to check its spelling in a dictionary	Dictation Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Proof reading in small chunks (sentences & paragraphs)	Topic vocabulary Spell new words correctly and have plenty of practice in spelling them.	Dictionary work Use dictionaries efficiently	Personal spelling list
Visual & Semantic						
Morphological & Etymological						

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact Emma Tarrant: emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

Upcoming Courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)

Terms and conditions

Terms of licence

Moodle+ subscribers are licenced to access and use this resource and have agreed to pay the annual subscription fee. This authority starts when the fee is paid and ends when the subscription period expired unless it is renewed. This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use. HIAS have the right to modify the terms of this agreement at any time; the modification will be effective immediately and shall replace all prior agreements.

You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.