

phonemes  
homophones  
graphemes  
prefixes  
suffixes



Cracking  
Spelling™

Year Three

## **Introduction**

This spelling programme is designed to support and guide teachers in delivering the spelling expectations from the National Curriculum. It is a prescriptive programme that focuses on ensuring children develop an investigative approach to spelling. Within the programme, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet that follows). If a word can function in a variety of ways, it has been left without colour to indicate so. In addition to this, rather than children learning the statutory word lists out of context, these have been included throughout the sessions. In the dictated sentences that have been provided as examples, the statutory words have been highlighted to indicate their use – there should be an expectation throughout the year that the children should be spelling these correctly.

## **The teaching sequence**

This sequence comprises of three short sessions (approximately 15-20 minutes) every week. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children.

The programme and activities are designed to build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced.

A detailed teaching approach is outlined in each session, indicating what the teaching practitioner should say highlighted in grey and the expected response from the pupils in yellow.

### **Revise**

The approaches described in the first part of the sequence are activities with two purposes: to revise and secure prior learning and to introduce and explain new learning.

### **Teach**

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning.

### **Practise**

This part of the sequence provides the children with the opportunity to explore and investigate independently, in pairs or in small groups, using strategies to practise and consolidate the new learning.

### **Apply**

This final part of the sequence gives children the opportunity to apply their learning in writing, both through a short, dictated piece, by composing their own sentence or spelling tests (set out like end of key stage tests).

The key principle is that the children are learning about words rather than given words to learn.

The aim of each unit is that the children understand the patterns and structures of words and can apply their learning to their writing.

## Spelling Teaching Sequence

### **Revise**

What do we already know?  
Activities to confirm prior knowledge.

### **Teach**

How the pattern/rule/structure works.  
Model spelling examples.  
Define the rules, pattern and conventions.  
Whole class/paired/individual spelling practice.

### **Practise**

Range of interactive activities for children to explore and investigate the new learning.  
Whole class/paired/individual spelling practice.

### **Apply**

Apply in writing.

8-word classes

<p><b>Noun</b> - a name given to <b>people, places, events, qualities and ideas</b></p>	<p><b>Verb</b> - is a 'doing' or 'being' word</p>
<p><b>Determiner</b> - specify a <b>noun</b> a, an, the this, that, those my, your, his some, every</p>	<p><b>Adjective</b> - give more information about <b>pronouns and nouns</b></p>
<p><b>Pronoun</b> - replace <b>nouns</b> I, you, he, she, it, me, him, her, we, they, us, them <b>possessive pronoun</b> – mine, his/hers, yours, ours, theirs <b>relative pronoun</b> – who, that, which, where, when, whose</p>	<p><b>Adverb</b> - give extra meaning to a <b>verb, adjective, another adverb</b> or a whole <b>sentence</b> <b>time</b> – now, then, yesterday <b>manner</b> – slowly, hard, quietly <b>place</b> – outside, everywhere <b>degree</b> – very, quite, really</p>
<p><b>Preposition</b> - show <b>time</b> (at midnight/during the film/on Friday) - <b>position</b> (at the station/in a field) - <b>direction</b> (to the station/over a fence) - <b>relationship</b> (with me, for the day) - <b>cause/reason</b>(because of, in spite of. instead of, due to)</p>	<p><b>Conjunction</b> <u>Coordinating</u> - join <b>words, phrases or clauses</b> that are of equal status – and, but, so, or <u>Subordinating</u> - join <b>clauses that are not of equal status</b> - because, if, although, since, before, as, while, whenever, once, when, after</p>

Statutory Word list – Year 3 and 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear	early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island	knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise	purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
---	--	--	---

**National Curriculum Statutory Requirements from Appendix 1**

<p align="center"><b>Autumn 1</b></p>	<ul style="list-style-type: none"> <li>- The suffix – ly</li> <li>- More prefixes</li> </ul>
<p align="center"><b>Autumn 2</b></p>	<ul style="list-style-type: none"> <li>- The /u/ sound spelt ou</li> <li>- The /i/ sound spelt y elsewhere than at the end of words             <ul style="list-style-type: none"> <li>- Words with the /k/ sound spelt ch (Greek in origin)</li> </ul> </li> <li>- Words with the /sh/ sound spelt ch (mostly French in origin)             <ul style="list-style-type: none"> <li>- Words with the /ae/ sound spelt as ei, eigh or ey</li> </ul> </li> </ul>
<p align="center"><b>Spring 1</b></p>	<ul style="list-style-type: none"> <li>- Homophones and near-homophones             <ul style="list-style-type: none"> <li>- The suffix – ation</li> <li>- The suffix – ous</li> </ul> </li> </ul>
<p align="center"><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>- Endings which sound like /zhun/</li> <li>- Words with endings sounding like /zhure/ and /chure/</li> </ul>
<p align="center"><b>Summer 1</b></p>	<ul style="list-style-type: none"> <li>- Endings which sound like /shun/ spelt – tion, -ssion</li> </ul>
<p align="center"><b>Summer 2</b></p>	<ul style="list-style-type: none"> <li>- Endings which sound like /shun/ spelt -sion, - -cian</li> <li>- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin)</li> <li>- Words with the /s/ sound spelt sc (Latin in origin)</li> </ul>

Spelling Overview 15-to-20-minute sessions

Autumn 1			
Week 1	Revise – <b>suffixes</b> from Year 2 Revisit - <b>-ed, -ing, -er</b>		Revise – <b>suffixes</b> from Year 2 Revisit - <b>-ful, -ly</b>
Week 2	Revise – <b>suffixes</b> from Year 2 Complete <b>suffix</b> grid	Teach – <b>suffix -ly</b> Remove <b>-le</b> and add <b>-ly</b>	Teach – <b>suffix -ly</b> When root words end in <b>-ic</b> add <b>-ally</b>
Week 3	Practise – <b>suffix -ly</b> Word sort Root and write	Practise – <b>suffixes</b> Complete <b>suffix</b> grid	Apply – <b>suffixes</b> Review learning – What is a <b>suffix</b> ? Dictation
Week 4	Apply – <b>suffixes</b> Find and correct	Revise – <b>prefix</b> – revisit <b>un-</b> <b>prefix</b> Root and write Talk sentences	Teach – <b>prefixes</b> <b>dis-, mis-, re-, pre-</b> Word list adding <b>prefixes</b>
Week 5	Teach – <b>prefixes</b> Find a partner	Practise – <b>prefixes</b> <b>Prefix</b> teams – How many words using the same <b>prefix</b> ?	Practise – <b>prefixes</b> Sentence challenge
Week 6	Practise – <b>prefixes</b> Team challenge	Apply – <b>prefixes</b> <b>Prefix</b> meaning Dictation	Apply – <b>prefixes</b> Create a sentence



## Autumn 1

### Week 1

#### Session 1 & 2 – Revise

Revise the term **suffix**.

What is a **suffix**? It is at the end of the word and changes the job of the word.

How does a **suffix** change the word?

Write on the board '**shout**' and ask the children to tell you what this would be when adding **-ed** – **shouted**.

How does **-ed** change the word? **It changes a verb to the past tense** (it can also change a **verb** into an **adjective**, but this can be developed later.)

Write on the board '**shout**' and ask the children to tell you what this would be when adding **-ing** – **shouting**.

How does **-ing** change the word? **It changes a verb to the progressive** or a **verb** into an **adjective**.

Write on the board '**shout**' and ask the children to tell you what this would be when adding **-er** – **shouter**.

How does **-er** change the word? **It changes a verb into a noun** or a comparative **adjective**.

(The children should respond with the response in yellow at this point but practitioners need to be aware of the other word classes that these create.)

From the Week 1 & 2 Revise activities, practitioners model how to complete '**adding -ed**'. Use the teacher version to complete the children's version.

Children then work in pairs completing '**adding -ing** and **adding -er**'.

#### Session 3 – Revise

What is a **suffix**? **It is at the end of the word and changes the job of the word.**

How does **-ed** change the word? **It changes a verb to the past tense.**

How does **-ing** change the word? **It changes a verb to the progressive** or a **verb** into an **adjective**.

How does **-er** change the word? **It changes a verb into a noun** or a comparative **adjective**.

From the Week 1 & 2 Revise activities, children work in pairs completing '**adding -ful**' and '**adding -ly**'.

How does **-ful** change the word? **It changes a noun into an adjective.**

How does **-ly** change the word? **It changes an adjective to an adverb**, a **verb** into an **adjective** or a **noun** into an **adjective**.





Autumn 1  
Week 1 & 2  
Revise Activities

## Rules for adding –ed suffix

count	counted	cry	cried	skip	skipped	bake	baked
jump	jumped	try	tried	hop	hopped	joke	joked
scream	screamed	reply	replied	drop	dropped	create	created

Collect more words that follow the rules

Words that do not follow the rule

## Rules for adding **-ed** suffix -Teacher Version

Add <b>-ed</b> (Changes tense of the <b>verb</b> to past)	Change the <b>y</b> to <b>i</b> and add <b>-ed</b> (Changes tense of the <b>verb</b> to past)	Double the <b>consonant</b> and add <b>-ed</b> (Changes tense of the <b>verb</b> to past)	Remove the <b>e</b> and add <b>-ed</b> (Changes tense of the <b>verb</b> to past)
count <b>counted</b>	cry <b>cried</b>	skip <b>skipped</b>	bake <b>baked</b>
jump <b>jumped</b>	try <b>tried</b>	hop <b>hopped</b>	joke <b>joked</b>
scream <b>screamed</b>	reply <b>replied</b>	drop <b>dropped</b>	create <b>created</b>

Collect more words that follow the rules

Words that do not follow the rule

## Rules for adding –ing suffix

count	counting	cry	crying	skip	skipping	bake	baking
jump	jumping	try	trying	hop	hopping	joke	joking
scream	screaming	reply	replying	drop	dropping	create	creating

Collect more words that follow the rules

Words that do not follow the rule

## Rules for adding **-ing** suffix - Teacher Version

Add <b>-ing</b> (Changes tense of the <b>verb</b> to progressive or changes <b>verb</b> to an <b>adjective</b> )		Double the <b>consonant</b> and add <b>-ing</b> (Changes tense of the <b>verb</b> to progressive or changes <b>verb</b> to an <b>adjective</b> )		Remove the <b>e</b> and add <b>-ed</b> (Changes tense of the <b>verb</b> to progressive or changes <b>verb</b> to an <b>adjective</b> )	
count	counting	cry	crying	skip	skipping
jump	jumping	try	trying	hop	hopping
scream	screaming	reply	replying	drop	dropping
		bake	baking	joke	joking
		create	creating		

Collect more words that follow the rules

Words that do not follow the rule