

phonemes prefixes  
homophones suffixes  
graphemes

Cracking  
Spelling™

Year Three

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## **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

<b>Noun</b> - a name given to <b>people, places, things, events, qualities</b> and <b>ideas</b>	<b>Verb</b> - is a ' <b>doing</b> ' or ' <b>being</b> ' word
<b>Determiner</b> - specify a <b>noun</b> a, an, the this, that, those my, your, his some, every	<b>Adjective</b> - give more information about <b>pronouns</b> and <b>nouns</b>
<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	<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
<b>Preposition</b> - show <b>time</b> ( <b>at</b> midnight/ <b>during</b> the film/ <b>on</b> Friday) - <b>position</b> ( <b>at</b> the station/ <b>in</b> a field) - <b>direction</b> ( <b>to</b> the station/ <b>over</b> a fence) - <b>relationship</b> ( <b>with</b> me, <b>for</b> the day) - <b>cause/reason</b> ( <b>because of, in spite of. instead of, due to</b> )	<b>Conjunction</b> <u><b>Coordinating</b></u> - join <b>words, phrases</b> or <b>clauses</b> that are of equal status – and, but, so, or <u><b>Subordinating</b></u> - join <b>clauses that are not of equal</b> status - because, if, although, since, before, as, while, whenever, once, when, after

# Statutory Word list – Year 3 and 4

<p>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</p>	<p>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</p>	<p>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</p>	<p>purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
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**National Curriculum Statutory Requirements from Appendix 1**

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>- The suffix – ly</li> <li>- More prefixes</li> </ul>
<b>Autumn 2</b>	<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</li> <li>- Words with the /k/ sound spelt ch (Greek in origin)</li> <li>- Words with the /sh/ sound spelt ch (mostly French in origin)</li> <li>- Words with the /ae/ sound spelt as ei, eigh or ey</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>- Homophones and near-homophones</li> <li>- The suffix – ation</li> <li>- The suffix – ous</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>- Endings which sound like /zhun/</li> <li>- Words with endings sounding like /zhure/ and /chure/</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>- Endings which sound like /shun/ spelt – tion, -ssion</li> </ul>
<b>Summer 2</b>	<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**.

## Week 2

### Session 1 – 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.

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

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

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

From the Week 1 & 2 Revise activities, children complete the 'suffix grid'.

### Session 2 - Teach

Display words in Week 2 Teach activities – set 1.

**probable, possible, horrible, incredible, gentle, simple** – adjectives. **giggle, cuddle, fiddle, bubble, ripple, wrinkle** – can be used as **nouns** or **verbs**. **stubble, dimple** - nouns

What do you notice about the endings of these words? They all end in **-le**.

What word class are the words on blue? – They are **adjectives**.

What word class are the words on white? – They are **nouns** or **verbs**.

What word class are the words on green? – They are **nouns**.

Model using one word from the blue cards. Show the root word and then write adding **-ly** suffix.

What has happened when I have added the **suffix – ly**? It has removed the **-le** and added **-ly**. It has also changed the word into an **adverb**.

Repeat model with a word from the white cards and from the green cards.

What has happened when I have added the **suffix – ly**? It has removed the **-le** and added **-ly**.

How has it changed the word class? They are all **adjectives**.

### Session 3 – Teach

Display words in Week 2 Teach activities – set 2.

**basic, frantic, dramatic, specific, terrific, horrific, energetic, historic**

What do you notice about the endings of these words? **They all end in -ic.**

What word class are the words? – **They are adjectives.**

Model using one word. Show the root word and explain that you are going to change into an **adverb**.

What has happened when I changed the word into an **adverb**? **It has added -ally not just -ly.**

How do we pronounce the word? (We generally pronounce them **-ly** not **-ally**).

Choose another word and ask the children to spell it out for you to spell using letter names. e.g. f-r-a-n-t-i-c-a-l-l-y.

Ask the children to pronounce the complete word.