

phonemes prefixes
homophones
graphemes suffixes

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

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

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
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National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- The suffix – ly - More prefixes
Autumn 2	- The /u/ sound spelt ou - The /i/ sound spelt y elsewhere than at the end of words - Words with the /k/ sound spelt ch (Greek in origin) - Words with the /sh/ sound spelt ch (mostly French in origin) - Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	- Homophones and near-homophones - The suffix – ation - The suffix – ous
Spring 2	- Endings which sound like /zhun/ - Words with endings sounding like /zhure/ and /chure/
Summer 1	- Endings which sound like /shun/ spelt – tion, -ssion
Summer 2	- Endings which sound like /shun/ spelt -sion, - -cian - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin) - Words with the /s/ sound spelt sc (Latin in origin)

Spelling Overview 15-to-20-minute sessions

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