

Year 3 spelling letter Term 1

This spelling letter outlines the spelling patterns and rules that we will be learning in class over the course of the term. Previously, there has always been a spelling test, either weekly or fortnightly, however, as we are encouraging children to learn the rules and patterns, there will not be a weekly list to learn. There will instead be time each week, usually a Friday (please note, this day may change) where children will be tested to check their understanding and application of the patterns and rules. This may be in the form of a dictation passage or writing words into sentences. In class, we will teach children the rules, patterns and any exceptions along with some of the words that match. At home, we are expecting children, with support, to research words that fit the rules, along with how they could alter with different suffixes and prefixes. For further resources, there are a list of websites on the following page. There is also a list of example words and exceptions for each unit outcome. We want children to focus on understanding word origins rather than memorising spellings for a test and for them to foster a love of words and reading.

Class teachers will discuss this further at the 'Meet the Teacher' sessions next week.

Unit	Unit outcomes	Rule	Example words and exceptions
Week 2	Review of the long /a/ sound (ay, ai, a_e, a)	Children will have been taught all variations of the long /a/ sound, as well as their uses as part of their phonics teaching. Whilst there are no set rules for their uses, there are more common placements. For example <ul style="list-style-type: none"> • the <i>ay</i> grapheme is the best bet when the long <i>a</i> is found at the end of a syllable such as <i>play</i> or <i>crayon</i>. • The <i>a-e</i> is often found before a <i>k</i> – <i>cake</i>, <i>awake</i>. 	mistake play flake crayon awake straight separate famous
Week 3	Review of the long /e/ sound (ee, ea, ie, e_e, e)	Children will have been taught all variations of the long /e/ sound, as well as their uses as part of their phonics teaching. Whilst there are no set rules for their uses, there are more common placements. For example <ul style="list-style-type: none"> • the <i>e-e</i> grapheme is the least common and therefore not a good best bet for majority of words. • The digraph <i>ie</i> generally precedes an <i>f</i> or <i>v</i>: <i>thief</i>, <i>grieve</i>/ <i>belief</i>, <i>believe</i>. It is also important to note that <i>ie</i> will rarely follow the letter <i>c</i> when making the long /e/ sound. 	believe thief extreme teach breathe teen chief eighteen squeal
Week 4	Review of the vowel trigraphs and digraphs igh, i_e, ie	Children will have been taught all variations of the long /i/ sound, as well as their uses as part of their phonics teaching. Whilst there are no set rules for their uses, there are more common placements. For example <ul style="list-style-type: none"> • <i>i-e</i> is the best bet for this phoneme, although the <i>igh</i> grapheme is often found before a 't' – <i>might</i>, <i>light</i>, <i>delight</i>. • The letter <i>y</i> is the best bet for this phoneme when it appears at the end of a word. 	child mild cry fly arrive bicycle surprise library height guide <u>rare long /i/ sounds</u> buy (<i>uy</i>) type (<i>y_e</i>) goodbye (<i>ye</i>)

Week 5	Review of the vowel trigraphs and digraphs ow, oa, o_e, o (continued on next page)	Children will have been taught all variations of the long /i/ sound, as well as their uses as part of their phonics teaching. Whilst there are no set rules for their uses, there are more common placements. For example <ul style="list-style-type: none"> • The o-e grapheme is the most common and therefore a best bet. It is often found around a 'k' – woke, smoke, token. • The digraph ow generally follows a short vowel and double consonant: bellow, arrow, willow, sorrow. 	blow only most below potatoes suppose piano toast smoke
Week 6	Review of the vowel trigraphs and digraphs oo, ou, u_e, u	Children will have been taught all variations of the long /u/ sound, as well as their uses as part of their phonics teaching. Whilst there are no set rules for their uses, there are more common placements. For example <ul style="list-style-type: none"> • The oo grapheme is the most common and therefore the best bet, especially in the middle of words. • The digraph ue is generally the best bet at the end of a word such as blue, statue. 	group unicorn through blue true loop fuse Exception: who
Week 7	Consolidation	Revisiting gaps in knowledge	

Spelling Frame <https://spellingframe.co.uk/>

Age 5-11. Some resources and lists are free to access.

Spelling training <https://www.spellingtraining.com/>

Age 5-11. You can select the list that is relevant to your spelling pattern.

Spelling Ninja

<https://www.spellingninja.co.uk/>

Y1-Y6. Interactive test practise using 'the word is...'. It is done through multiple choice.

BBC Bitesize (spelling): http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/spelling/play/

7 – 11 year olds. KS2 spelling activities

Doorway speller: <http://www.doorwayonline.org.uk/literacy/speller/>

5 – 11 year olds: Practise spelling using the 'Looks, Say, Cover, Write and Check' method. Enter text using their keyboard or the on-screen keyboard. A great selection of word families including high frequency words (Flash required)

Spelling Practice sheets: http://rossa.blogs.com/weblog/files/sats_spelling_practise.pdf

10 – 11 year olds: Eighteen spelling practice sheets to help with revision for the Key Stage 2 SATs spelling test. The words are usefully arranged in sets with similar spelling patterns. This is a PDF document so you need Acrobat Reader.

Spellbound: <https://gridclub.com/activities/spellbound>

5 – 12 year olds: A spelling game where you can improve spelling with three different methods: listening and responding; recognising visual patterns; researching with dictionary. Useful for high frequency words.

Look, say, cover, write, check: <http://www.ictgames.com/lwc.html>

5 – 7 year olds: A brilliant version of the spelling site where you can test yourself on high frequency words or enter your own words easily to test your knowledge.