

## Year 3 Spelling List- Summer Term

<b>Week 1</b>	<b>Monday 15<sup>th</sup> April</b>		
Focus:	Split digraphs and long vowel sounds		
Rule	Split digraphs are where two letters make one sound that is split (such as a-e in same).		
<b>Challenge 1</b> very looked don't	<b>Challenge 2</b> arrive decided described deleting (root word delete) gnome	<b>Challenge 3</b> completely extremely guided surprisingly (root word surprise) amazingly (root word amaze)	<b>High frequency words</b> book fell stopped friends box dark

<b>Week 2</b>	<b>Monday 22<sup>nd</sup> April</b>		
Focus:	Prefix in-		
Rule	The prefix in- usually means not (such as inactive)		
<b>Challenge 1</b> Mr get him	<b>Challenge 2</b> inactive incapable invalid incorrectly indirectly	<b>Challenge 3</b> inaudible incredible inaccurately insecurely indecisively	<b>High frequency words</b> night narrator small car couldn't play

<b>Week 3</b>	<b>Monday 29<sup>th</sup> April</b>		
Focus:	Prefix il- and im-		
Rule	Before a root word starting with 'l', in- becomes il- (such as illegal). Before a root word starting with 'm' or 'p', in- becomes im- (such as imperfect).		
<b>Challenge 1</b> just now came	<b>Challenge 2</b> impatient imperfect impolitely impossibly (root word possible) illegally	<b>Challenge 3</b> immobile immature illogically illegibly (root word legible) illiterately	<b>High frequency words</b> three head king town I've around

<b>Week 4</b>	<b>Tuesday 7<sup>th</sup> May</b>		
Focus:	Prefix ir- and inter-		
Rule	Before a root word starting with 'r', in- becomes ir- (such as irregular). The prefix inter- means between or among.		
<b>Challenge 1</b> about got their	<b>Challenge 2</b> irregular irrelevant interviewing interacting interfering (root word interfere)	<b>Challenge 3</b> interchange irreplaceable irresponsible irresistible internationally	<b>High frequency words</b> garden fast only many laughed has

### Year 3 Spelling List- Summer Term

<b>Week 5</b>	<b>Monday 13<sup>th</sup> May</b>		
Focus:	Double consonants		
Rule	If a word has a short vowel sound, it generally has double consonants before the end of the word (hop – hopped/hopping).		
<b>Challenge 1</b> it's see look	<b>Challenge 2</b> appearing address difficult differently occasionally	<b>Challenge 3</b> disappear opposite pressure suppose grammar	<b>High frequency words</b> sleep feet thing morning queen each

<b>Week 6</b>	<b>Monday 20<sup>th</sup> May</b>
Focus:	No new spellings – Year 3 Assessment Week and Themed Week

<b>Week 7</b>	<b>Tuesday 4<sup>th</sup> June</b>		
Focus:	Suffix –ly		
Rule	<p>The –ly suffix may be added to an adjective to make it an adverb (such as sadly). This week all spelling rules for the –ly suffix are covered, including a review of those taught in the last half term.</p> <ol style="list-style-type: none"> <li>1. If the root word ends in a ‘y’, change the ‘y’ to an ‘i’ and then add ‘ly’ (angrily, cheekily)</li> <li>2. If the root word ends in ‘-le’, the ‘-le’ is changed to ‘-ly’ (cuddly, gently)</li> <li>3. If the root word ends in ‘-ic’, add ‘-ally’ [comically, magically].</li> </ol>		
<b>Challenge 1</b> from children back	<b>Challenge 2</b> angrily cheekily cuddly possibly ungently	<b>Challenge 3</b> magically clumsily comically frantically unnecessarily	<b>High frequency words</b> magic shouted us other food take

<b>Week 8</b>	<b>Monday 10<sup>th</sup> June</b>		
Focus:	Homophones and near homophones		
Rule	Homophones are words that sound the same or similar but have different spellings and meanings (such as break and brake).		
<b>Challenge 1</b> people your put	<b>Challenge 2</b> there/they're/ their to/too/two your/ you're weak/ week which/witch	<b>Challenge 3</b> break/ brake ball/ bawl affect/ effect accept/ except weather/ whether	<b>High frequency words</b> green different let girl birds lived

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<b>Week 9</b>	<b>Monday 17<sup>th</sup> June</b>		
Focus:	Homophones and near homophones		
Rule	Homophones are words that sound the same or similar but have different spellings and meanings (such as break and break).		
<b>Challenge 1</b> could house old	<b>Challenge 2</b> are/our see/ sea where/ wear/ were here/ hear grate/ great	<b>Challenge 3</b> fair/ fare groan/ grown heel/ heal draw/ drawer aloud/ allowed	<b>High frequency words</b> inside run any under hat snow park

<b>Week 10</b>	<b>Monday 24<sup>th</sup> June</b>		
Focus:	Homophones and near homophones		
Rule	Homophones are words that sound the same or similar but have different spellings and meanings (such as break and break).		
<b>Challenge 1</b> day made by too	<b>Challenge 2</b> one/ won lie/ lay some/ sum be/ bee of/ off	<b>Challenge 3</b> sail/ sale deer/ dear flour/ flower pair/ pear poor/ pour	<b>High frequency words</b> cold air trees bad tea top eyes

<b>Week 11</b>	<b>Monday 1<sup>st</sup> July</b>		
Focus:	Suffixes (vowel letters)		
Rule	Suffixes can begin with vowel letters (such as –ing, -ed) in words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter that has one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added (such as forget – forgetting). The consonant letter is not doubled if the syllable is unstressed (such as garden – gardener).		
<b>Challenge 1</b> if help time I'm	<b>Challenge 2</b> forgetting forgotten beginning beginner preferred	<b>Challenge 3</b> gardening gardener limiting limited limitation	<b>High frequency words</b> duck horse rabbit white coming he's most

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<b>Week 12</b>	<b>Monday 8<sup>th</sup> July</b>		
Focus:	-sion and -tion ending		
Rule	-sion is added to the ends of words when the word sounds like 'shun' (such as division). In general, -tion is used if the root word ends in -t or -te (such as hesitation).		
<b>Challenge 1</b> here off Mrs called	<b>Challenge 2</b> decision tension division questioning stations	<b>Challenge 3</b> explosion confusion attention hesitation pensions	<b>High frequency words</b> river liked miss giant looks use along

<b>Week 13</b>	<b>Monday 15<sup>th</sup> July</b>
Focus:	No new spelling- Final week of term