

Year 3 Spelling List- Summer Term

Week 1	Tuesday 19th April		
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"> 1. If the root word ends in a ‘y’, change the ‘y’ to an ‘i’ and then add ‘ly’ (angrily, cheekily) 2. If the root word ends in ‘-le’, the ‘-le’ is changed to ‘-ly’ (cuddly, gently) 3. If the root word ends in ‘-ic’, add ‘-ally’ [comically, magically]. 		
Challenge 1 from children back	Challenge 2 angrily cheekily cuddly possibly ungently	Challenge 3 magically clumsily comically frantically unnecessarily	High frequency words magic shouted us other food take

Week 2	Monday 25th April		
Focus:	Prefix in-		
Rule	The prefix in- usually means not (such as inactive)		
Challenge 1 Mr get him	Challenge 2 inactive incapable invalid incorrectly indirectly	Challenge 3 inaudible incredible inaccurately insecurely indecisively	High frequency words night narrator small car couldn't play

Week 3	Tuesday 3rd May		
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).		
Challenge 1 just now came	Challenge 2 impatient imperfect impolitely impossibly (root word possible) illegally	Challenge 3 immobile immature illogically illegibly (root word legible) illiterately	High frequency words three head king town I've around

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Week 4	Monday 9th May		
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.		
Challenge 1 about got their	Challenge 2 irregular irrelevant interviewing interacting interfering (root word interfere)	Challenge 3 interchange irreplaceable irresponsible irresistible internationally	High frequency words garden fast only many laughed has

Week 5	Monday 16th May
Focus:	No new spellings – Year 3 Assessment Week

Week 6	Monday 23rd May		
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).		
Challenge 1 people your put	Challenge 2 there/they're/ their to/too/two your/ you're weak/ week which/witch	Challenge 3 break/ brake ball/ bawl affect/ effect accept/ except weather/ whether	High frequency words green different let girl birds lived

Week 7	Tuesday 7th June		
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).		
Challenge 1 could house old	Challenge 2 are/our see/ sea where/ wear/ were here/ hear grate/ great	Challenge 3 fair/ fare groan/ grown heel/ heal draw/ drawer aloud/ allowed	High frequency words inside run any under hat snow park

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Week 8	Monday 13th June		
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).		
Challenge 1 day made by too	Challenge 2 one/ won lie/ lay some/ sum be/ bee of/ off	Challenge 3 sail/ sale deer/ dear flour/ flower pair/ pear poor/ pour	High frequency words cold air trees bad tea top eyes

Week 9	Monday 20th June		
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).		
Challenge 1 if help time I'm	Challenge 2 forgetting forgotten beginning beginner preferred	Challenge 3 gardening gardener limiting limited limitation	High frequency words duck horse rabbit white coming he's most

Week 10	Monday 27th June		
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).		
Challenge 1 here off Mrs called	Challenge 2 decision tension division questioning stations	Challenge 3 explosion confusion attention hesitation pensions	High frequency words river liked miss giant looks use along

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Week 11	Monday 4th July		
Focus:	Words from across the curriculum		
Rule	Children will commonly use these words across the curriculum.		
Challenge 1 saw make an asked	Challenge 2 empire force magnets opaque transparent	Challenge 3 nutrients pollination germination conquered civilisation	High frequency words ever plants dragon pulled we're fly grow

Week 12	Monday 11th July
Focus:	Review of words from across the year