

Year 3 Spelling Planning – Spring 1

Week	Grapheme / Spelling Lists	Lesson
1	<p>long (i) as y at the end of words</p> <p>Other spellings of long (i) at the end of words</p>	<p>Before setting spellings for homework Read the spelling words that we will be learning this week, without showing them to the children Ask children to think, pair, share which sound is common to all of the words and where in the word it comes (beginning, middle or end of the word) Show children the words for this week Ask them to think, pair, share which letters are used to represent the sound So the long (i) sound is usually represented by the letter y when it comes at the end of words The long (i) sound is represented in a variety of other ways for a limited number of words, such as igh (e.g. high), ie (e.g. tie) and uniquely in eye and buy</p> <p>Spelling test Read each word to children, putting each of them in a sentence to give them context Ask children if they missed any words and say these again Show children the words, and ask them to highlight any mistakes that they made on their own tests with a colouring pencil Remind children when writing the dictation sentences that they:</p> <ul style="list-style-type: none"> • need a capital letter to start each sentence and for names • join their handwriting and make letters the correct size • leave a suitable sized space between each word • add in any punctuation (revise how we use a comma where we take a small breath) • spell each word correctly <p>Read this week's dictation sentences, without showing them to the children Show children the dictation sentences, and ask them to highlight any mistakes that they made with a colouring pencil</p>
2	i-e words 1 and i-e words 2	As in Lesson 1, but the long (i) sound is most often represented by the i-e pattern when it comes in the middle of a word
3	Ine and ite words	As in Lesson 2
4	ight words and –ild and –ind words	As in Lesson 1, but the ight pattern and the –ild and –ind patterns can also be used to represent the long (i) sound
5	Long in an open syllable 1 and 2	As in Lesson 1, but when the long (i) sound comes at the end of a syllable within a word, it is usually represented by the letter i on its own e.g. i/vy
6a	Long (i) homophones	<p>Long (i) homophones e.g. buy / bye / by Revise how the term homophone means same sound Children to choose the correct homophones from pairs of homophones to fit a sentence and then write their own sentences to contain given long (i) homophones</p>
6b	Long (i) as y in the middle of words	As in Lesson 1, but in very few words the long (i) sound is represented by the letter y when it comes in the middle of words
7a	Drop the e or just add the suffix	<p>When adding a suffix that begins with a vowel to a word ending in the letter e, you drop the e e.g. writing When adding a suffix that begins with a consonant to a word ending in the letter e, you keep the e e.g. timeless</p>
7b	Change y to i or just add the suffix	When adding a suffix to a word ending in y, you change the y to i, unless you are adding the suffix ing