

Year 3 Spelling Planning – Autumn 1

Week	Grapheme / Spelling Lists	Lesson
1	ea words 1 and ea words 2	<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 (e) sound can be represented by the letters ea when it comes in the middle of words</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	ea words 3 and ee words 1	As in Lesson 1, but the long (e) sound can also be represented by the letters ee when it comes in the middle of a word
3	ee words 2 and ee words 3	As in Lesson 1, but the long (e) sound can also be represented by the letters ee when it comes in the middle of a word
4	ea or ee at the end of words and long (e) as y	As in Lesson 1, but the long (e) sound is usually represented by the letters ea or ee at the end of one-syllable words and is usually represented by the letter y at the end of multi-syllable words
5	ey words and e in open syllables	As in Lesson 1, but very few words use the letters ey to represent the long (e) sound at the end of words and when a syllable ends in the long (e) sound it is usually represented by the letter e on its own
6	ea at the start of words and e-e	As in Lesson 1, but the long (e) sound can be represented by the letters ea at the start of words and very few words use the e-e pattern to represent the long (e) sound when it comes in the middle of words
7	Long e homophones	<p>Lesson on long (e) homophones e.g. bean / been Explain 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 (e) homophones</p>