**Year 3 Spelling Planning – Spring 1**

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| **Week** | **Grapheme / Spelling Lists** | **Lesson** |
| 1 | long (i) as y at the end of wordsOther spellings of long (i) at the end of words | **Before setting spellings for homework**Read the spelling words that we will be learning this week, without showing them to the childrenAsk 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 weekAsk them to think, pair, share which letters are used to represent the soundSo the long (i) sound is usually represented by the letter y when it comes at the end of wordsThe 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**Spelling test**Read each word to children, putting each of them in a sentence to give them contextAsk children if they missed any words and say these againShow children the words, and ask them to highlight any mistakes that they made on their own tests with a colouring pencilRemind children when writing the dictation sentences that they: * 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

Read this week’s dictation sentences, without showing them to the childrenShow children the dictation sentences, and ask them to highlight any mistakes that they made with a colouring pencil |
| 2 | i-e words 1 andi-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 | Long (i) homophones e.g. buy / bye / byRevise how the term homophone means same soundChildren 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 |
| 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 | When adding a suffix that begins with a vowel to a word ending in the letter e, you drop the e e.g. writingWhen adding a suffix that begins with a consonant to a word ending in the letter e, you keep the e e.g. timeless |
| 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 |

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