

## Year 3 Spelling Planning – Summer 1

Week	Grapheme / Spelling Lists	Lesson
1	Long (u) as ue and long (u) as u-e words 1	<p><b>Before setting spellings for homework</b>            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 (u) sound can be represented by the letters ue when it comes at the end of words and by the u-e pattern when it comes in the middle of words</p> <p><b>Spelling test – after setting spellings for homework</b>            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"> <li>• need a capital letter to start each sentence and for names</li> <li>• join their handwriting and make letters the correct size</li> <li>• leave a suitable sized space between each word</li> <li>• add in any punctuation (revise how we use a comma where we take a small breath)</li> <li>• spell each word correctly</li> </ul> <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 on their own work</p>
2	Long (u) as u-e and in open syllables	As in Lesson 1, but the long (u) sound can also be represented by the letter u on its own when it comes at the end of a syllable
3	Long (oo) as oo words 1 and 2	As in Lesson 1, but the long (oo) sound is usually represented by the letters oo when it comes in the middle of a word
4	(ooz) and ui and long (oo) in u-e	As in Lesson 1, but there are several ways to represent the sound (ooz) and the long (oo) sound is sometimes represented by the u-e pattern when it comes in the middle of words
5	Long (oo) in open syllables and long (oo) as ew	As in Lesson 1, but the long (oo) sound is represented by the letter u on its own when it comes at the end of a syllable and the long (oo) sound is usually represented by the letters ew at the end of words
6	Long (oo) as ue and oo at the end of words and drop e or just add	As in Lesson 1, but the long (oo) sound is sometimes represented using ue and oo at the end of words and: <ul style="list-style-type: none"> <li>• when adding a vowel suffix to words ending in e, you drop the e</li> <li>• when adding consonant suffixes to words ending in e, you keep the e</li> </ul>
7	Irregular words 1 and 2	Cover a range of words with irregular spellings e.g. answer Highlight the irregular part of each word eg. the silent w in answer