YEAR 3 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	1. Revision of the alphabetic code - Phonics *No booklet for this rule. Teachers to review alphabetic knowledge with children.*	2. Common words from key stage 1 and setting non negotiables	3. Statutory word list and adding prefixes and suffixes to these where appropriate	4. Revision of Suffixes. Revision from Y2, *ing, ed, er, est and plurals (-s and –es)*	5. Adding suffixes beginning with vowel letters to words of more than one syllable	6. The /ɪ/ sound spelt y elsewhere than at the end of words	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	*3. The /u/ sound spelt ou*	*4. Prefixes mis- dis-*	*5. More prefixes re- sub- tele-*	6. More prefixes super- auto- pre-	7. Review and assessment of spelling taught this half term.
Spring 1	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The suffix *–ation*	4. The suffix *–ly*	5. Words with endings sounding like /ʒə/ or /tʃə/	*6. The suffix –ous*	7. Review and assessment of spelling taught this half term.
Spring 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Endings which sound like /ʒen/ *-sion*	4. Endings which sound like /ʃən/, spelt *–tion, –sion, –ssion, –cian*	5. Endings which sound like /ʃən/, spelt *–tion, –sion, –ssion, –cian*	6. More prefixes *re- sub- tele-*	7. Review and assessment of spelling taught this half term.
Summer1	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin	4. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	5. Words with the /s/ sound spelt sc (Latin in origin)	6. Words with the /eɪ/ sound spelt *ei, eigh, or ey*	7. Review and assessment of spelling taught this half term.
Summer 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Possessive apostrophe with plural words	4. Homophones and near homophones	5. Homophones and near homophones	6. Statutory word list and adding prefixes and suffixes to these where appropriate.	7. Review and assessment of spelling taught this half term.