



Spelling Toolkit

Year 3





Statutory Requirements with suggested timelines

Autumn

Consolidation of spellings from Year 1 and 2 with weekly investigation of a pattern the class/group are not solid in. Alongside this there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Adding suffixes beginning with vowel letters to words of more than one syllable
- The /ɪ/ sound spelt y elsewhere than at the end of words

Spring

- The /ʌ/ sound spelt ou
- More prefixes
- The suffix -ation

Summer

- The suffix -ly
- Words with endings sounding like /ʒə/ or /tʃə/
- Endings which sound like /ʒən/
- The suffix -ous



Introduction

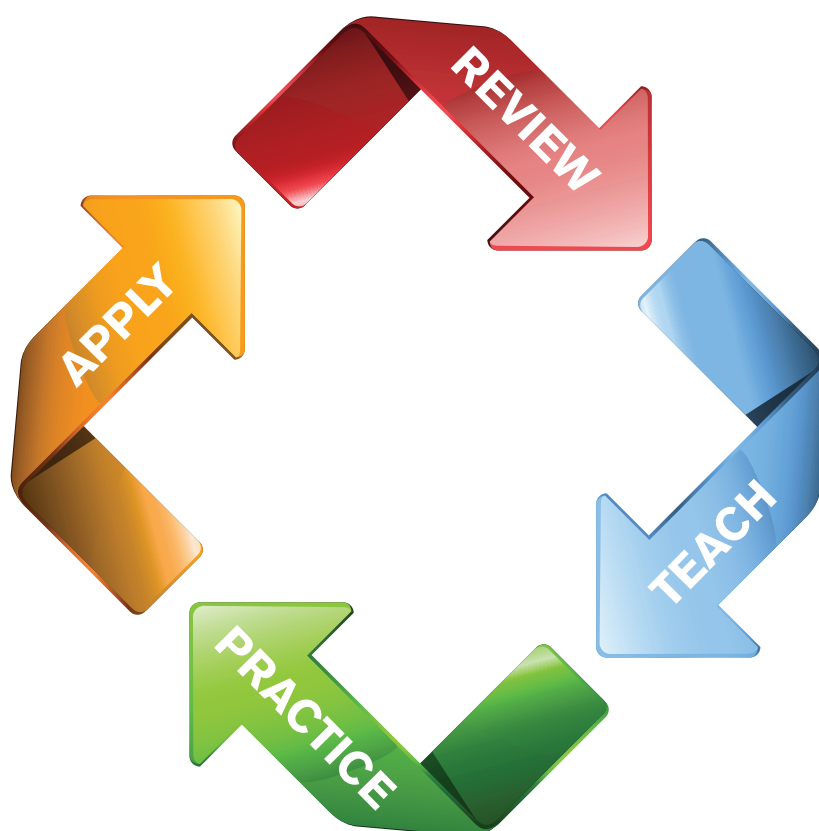
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

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The Spelling Cycle



Games suggested in the Spelling Toolkit

Which One?

Write a word 3 ways and the children have to identify which is the correct spelling.

Find My Family

Children have a sticker with a word on and they have to find other children with words from the same word family.

Treasure Hunt

Children choose 2 cards that are face down, if they are a match they are treasure so go into the treasure box.

Teacher Definitions/Guess My Word

Children can see the words and the teacher or child gives a definition for the children to decide which word the teacher or child is defining.

Snowball

Children think of a word and write it down on scrap paper. Scrumple the paper up and throw into the middle of the circle or table, open the paper and see if they can think of another of the words to add to the paper. Scrumple and repeat depending on the number of words in this spelling convention/group.

Which One Fits?

Verbal, or written sentences, with a missing word. Children choose a word from the list that will fit in the sentence.

Quickwrite

Children write all the different words they can remember with the chosen spelling convention in one minute, or repeat the same word/s as many times as possible in a minute.

Which Hoop?

Children sort the words into the correct hoops, 2,3 or 4 depending on convention. Can use small PE hoops with the words cut out on card, or drawn hoops for the children to write the words in.

Word Hunt

Use the books on their tables to look for as many examples of the words as possible and keep a tally.

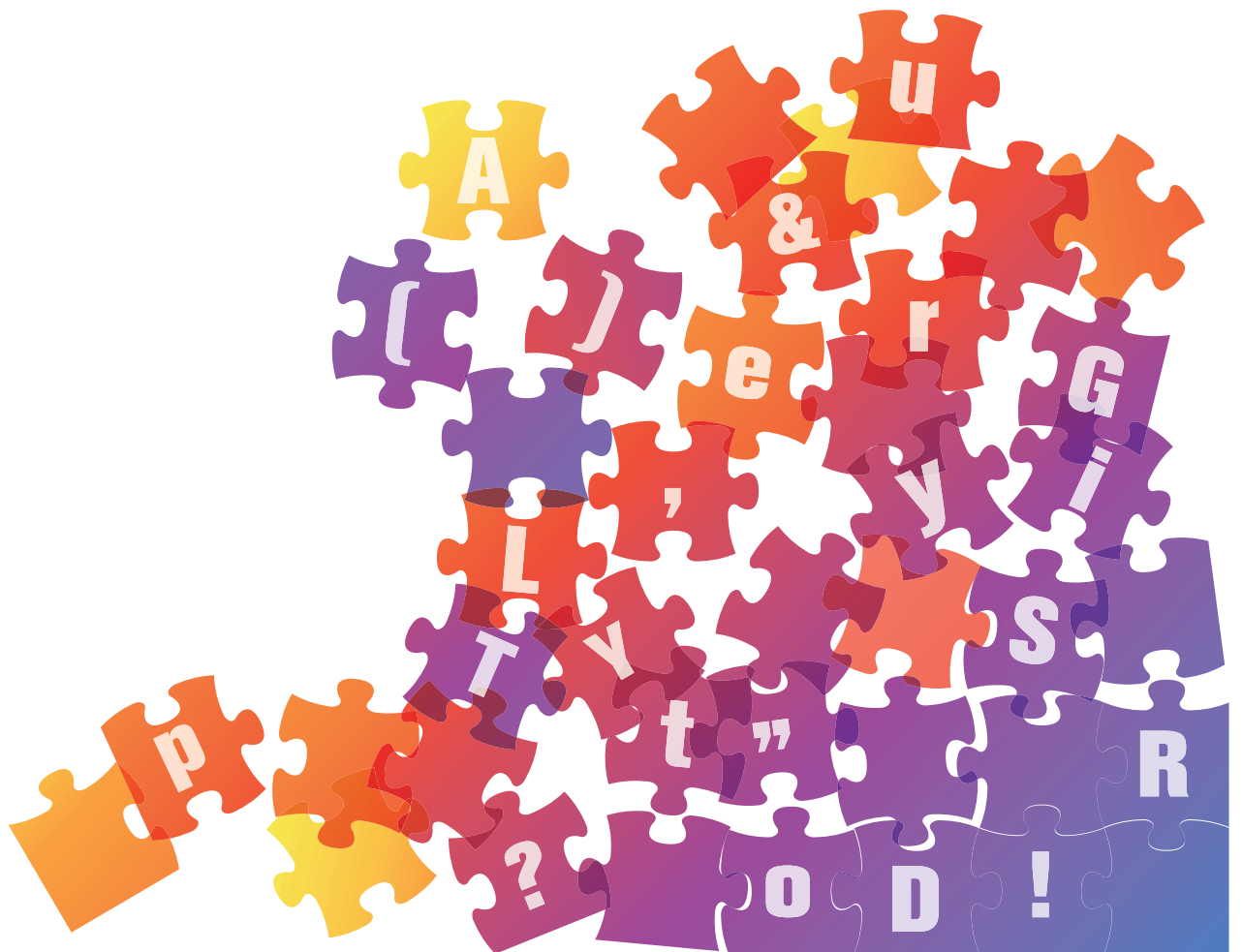
Human Words

1 letter on each card, children sort themselves into the right order and agree/get support from the other children.





Term 1



Adding suffixes beginning vowel letters to words of more than one syllable

+ Resources p 26



e.g. (stressed) forgetting, forgotten, beginning, beginner, thinning, thinner, preferred, preferring, deferred, deferring, inferring, inferred

(unstressed) gardening, gardener, limiting, limited, limitation, visited, visitation, visiting, **questioning**, **answering**, **addressing**, **interesting**, **mentioning**

Teach – If the last syllable is stressed and ends in a vowel then a consonant, final consonant doubles for suffixes beginning with a vowel.



Consonant doesn't double if the last syllable is unstressed.

Practise – play Hoop Game to sort into double and single consonant groups.

Apply – children choose 5 of the words and write in sentences to show use in context.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



The /ɪ/ sound spelt y elsewhere than at the end of words

+ Resources p 28

e.g. myth, mythology, mythical, gym, gymnasium, gymnastics, Egypt, Egyptian, Egyptology, pyramid, mystery, mysterious, symbol, cymbals

Revisit – play Find My Family (myth, gym, Egypt, mystery-pyramid on own, symbol and cymbal homophones) by children saying the word on their sticker.

Teach – Y can sound like a vowel depending on where it is in a word - at end may be a, in middle can be long i as in thyme or short i as in these words, so they become a word family.

Consonant doesn't double if the last syllable is unstressed.

Practise – sort into root word groups.

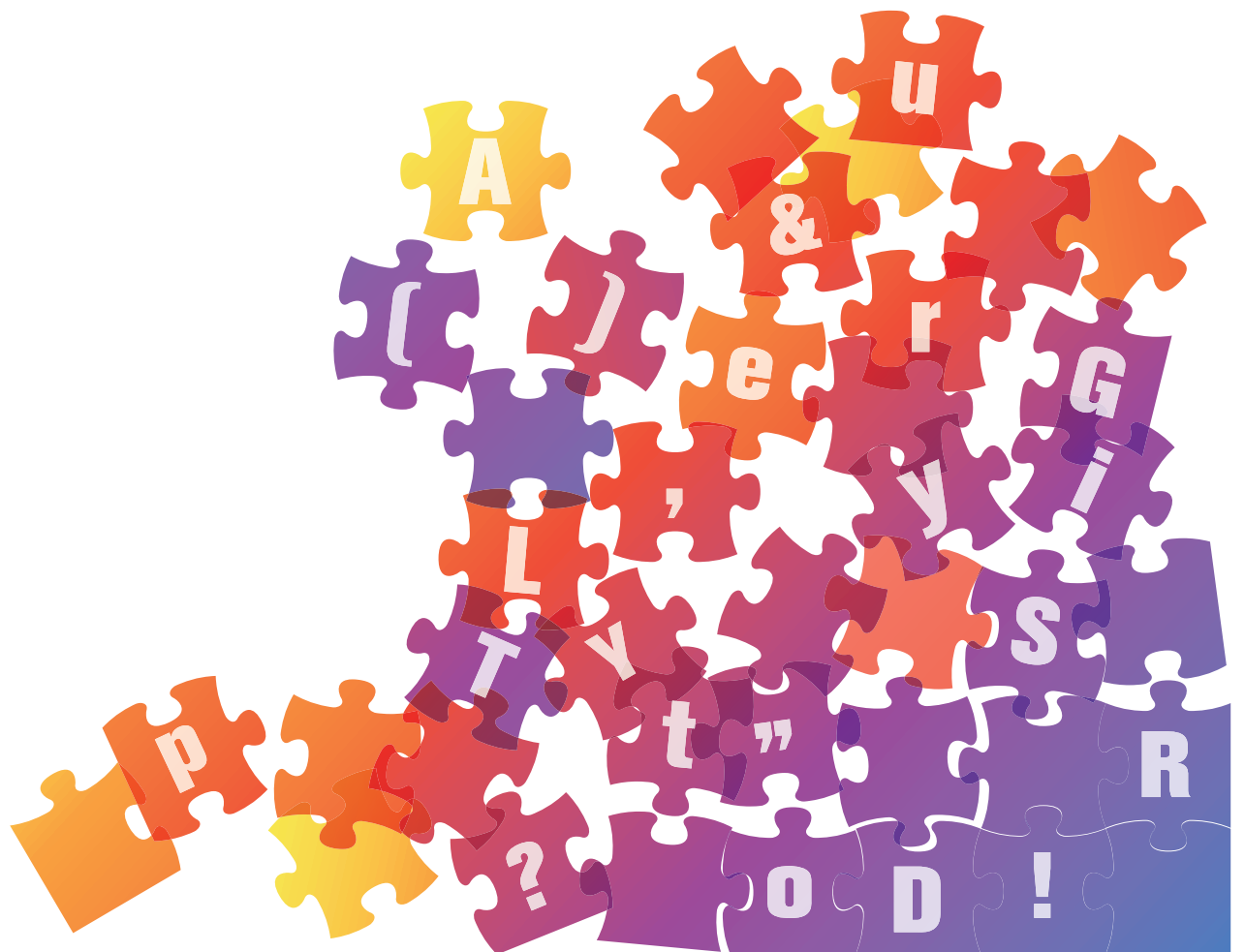
Apply – use 1 from each root group to use correctly in context in sentences.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





Term 2



The /ʌ/ sound spelt ou

+ Resources p 32

e.g. e.g. young, touch, double, trouble,
country, enough



Revisit – say the sounds and pick out the letters to make the sound /ʌ/.

Teach – LSCWC words.

Practise – play Guess My Word with partner giving definition to guess the word.



Apply – play Word Hunt to find as many examples as possible in books on table in 5 minutes.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



More prefixes (1)

+ Resources p 34

e.g. **dis-** disappoint, disagree, **disappear**, disobey, disbelieve, **discontinue** **mis-** misbehave, mislead, misspell, **misheard**, **misguided**, **misremember** **in-** inactive, incomplete, incorrect, inappropriate , inside

Revisit – put the prefixes up and give the children 2 mins to come up with as many as possible, discuss and correct as necessary.

Teach – most don't change the root word. Dis and mis make the word opposite/negative. In can make it mean 'not' or 'in'/'into'.

Practise – play Hoop Game to sort into root groups.

Apply – make up a nonsense story using the words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



More prefixes (2)

+ Resources p 36

e.g. **il-** illegal, illegible; **im-** immature, immortal, impossible, impatient, imperfect, immaterial; **ir-**irregular, irrelevant, irresponsible

Revisit – put the prefixes up and give the children 2 mins to come up with as many as possible, discuss and correct as necessary.

Teach – in can make it mean ‘not’ or ‘in’/’into’. If root word starts with l prefix becomes il . If root word starts with m or p prefix becomes im . If root word starts with r prefix becomes ir.

Practise – play Hoop Game to sort into prefix groups.

Apply – make up an acrostic poem using one of the words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

More prefixes (3)

+ Resources p 38

e.g. re- redo, refresh, return, reappear,
redecorate, **rebuild**, **relearn**, re-centre,
reposition, **reconsider**, **regroup**, **repossess**

sub- subdivide, subheading, submarine,
submerge; inter- interact, intercity,
international, interrelated

Revisit – give the definition and children identify the word.

Teach – re- means ‘again’ or ‘back’; sub-means ‘under’; inter means ‘between’ or ‘among’.

Practise – play Hoop Game to sort into prefix groups.

Apply – make up sentences in pairs using the words and then write at least 3 down.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



More prefixes (4)

+ Resources p 40

e.g. **super-** supermarket, superman, superstar;**anti-** antiseptic, anticlockwise, antisocial;**auto-** autobiography, autograph

Revisit – put the prefixes up and give the children 2 mins to come up with as many as possible, discuss and correct as necessary.

Teach – super- means ‘above’; anti- means ‘against’; auto- means ‘self’ or ‘own’.

Practise – LSCWC words.

Apply – make up a nonsense story using the words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

The suffix -ation

+ Resources p 42

e.g. information, adoration, sensation,
preparation, admiration, imagination

Revisit – Clap My Syllables - ask which are the odd ones out with 3 or 5 rather than 4 syllables? (sensation + imagination).

Teach – add -ation to verbs and it changes the words to nouns.

Practise – use the syllables to help LSCWC words.

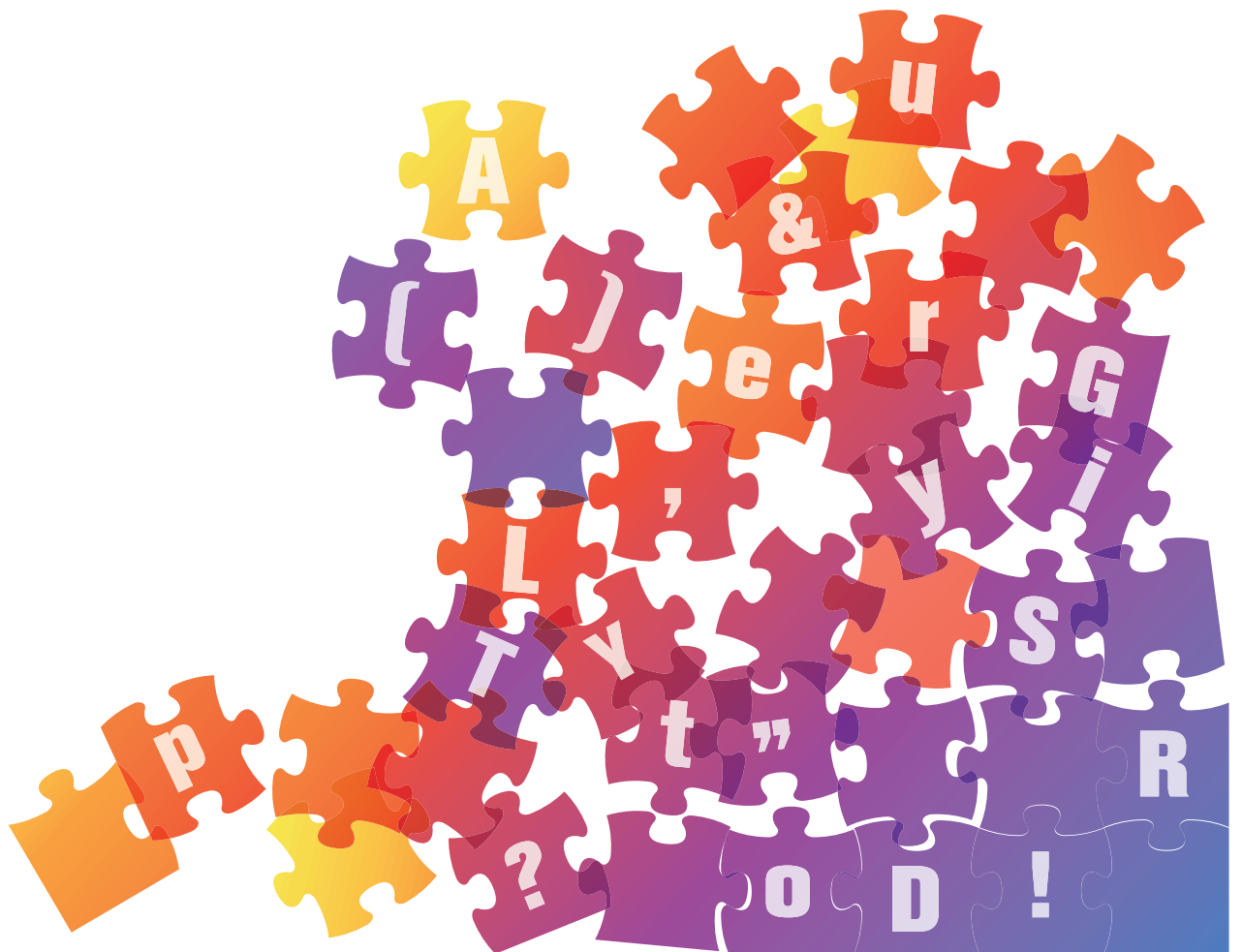
Apply – make up sentences using the words correctly in context as verbs and nouns.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





Term 3



The suffix -ly

+ Resources p 46

e.g. **sadly**, **completely**, **usually**, **finally**,
comically, **actually**, **naturally**, **separately**,
famously, **particularly**, **peculiarly**, **specially**,
quarterly, **minutely**, **strangely**, **popularly**,
extremely, **materially**, **certainly**, **importantly**,
popularly, **differently**

Revisit – Quickwrite all the words they can remember with ly at the end.

Teach – added to an adjective turns word into an adverb.

As ly starts with a consonant, just add straight to root word.

Practise – write the words using them as adjective and then adverb correctly.

Apply – look in own writing for a paragraph they can improve by using some of the words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

-ly exceptions

+ Resources p 48

e.g. happily, ordinarily, angrily, easily, gently, simply, humbly, nobly, wrinkly, comically, terrifically, horrifically, basically, frantically, dramatically, truly, duly, wholly

Revisit – play Find My Family and agree what the root words end in.

Teach – end in y, change to i.

ends in -le , le changes to ly.

ends in -ic, add -ally, not just -ly.

Practise – sort into root word endings -y, -le, -ic.

Apply – choose 5 of the words to use correctly in sentences.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Endings which sound like /ʒən/

+ Resources p 50


 e.g. **division, invasion, confusion, decision, collision, television, revision, supervision**

Revisit – give definition for children to guess the word.

Teach – this sound is spelt –sion.

Practise – clap the syllables and count- all 3 or 4.

Apply – write silly story using as many of the words as they can.

 **Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

The suffix -ous

+ Resources p 51

e.g. **poisonous, dangerous, mountainous,**
famous, various

Revisit – Quickwrite any words they remember with
-ous suffix.

Teach – some have obvious root word, some don't.

Practise – sort the words into root words or not.


Apply – use the words in verbal and then written sentences
with a partner.

Assess – tell the children that you will be giving them a
reward for every time they use and spell the words correctly
over the next couple of weeks.



The suffix **-ous**, different root words

 Resources p 52

 e.g. humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, spontaneous, hideous, courteous

Revisit – give the definition, children find the word.

Teach – our changes to -or before adding -ous.


Final e kept if g has the /dz/ sound.

/i:/ sound before -ous usually i, but sometimes e.

 **Practise** – sort the words into final letters or sounds.

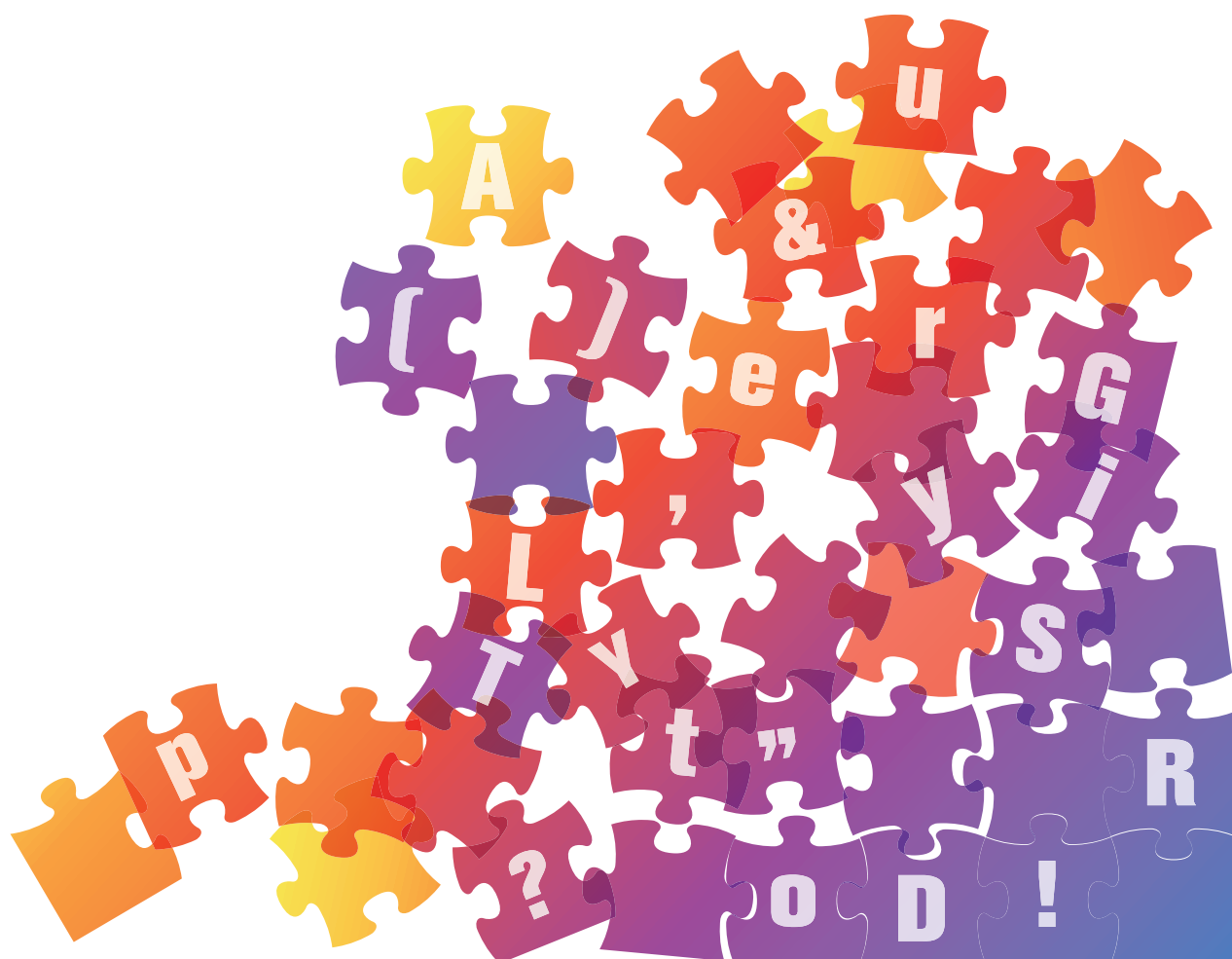
Apply – write an acrostic poem using one of the words.

Assess – tell the children that you will be giving them a

 reward for every time they use and spell the words correctly over the next couple of weeks.

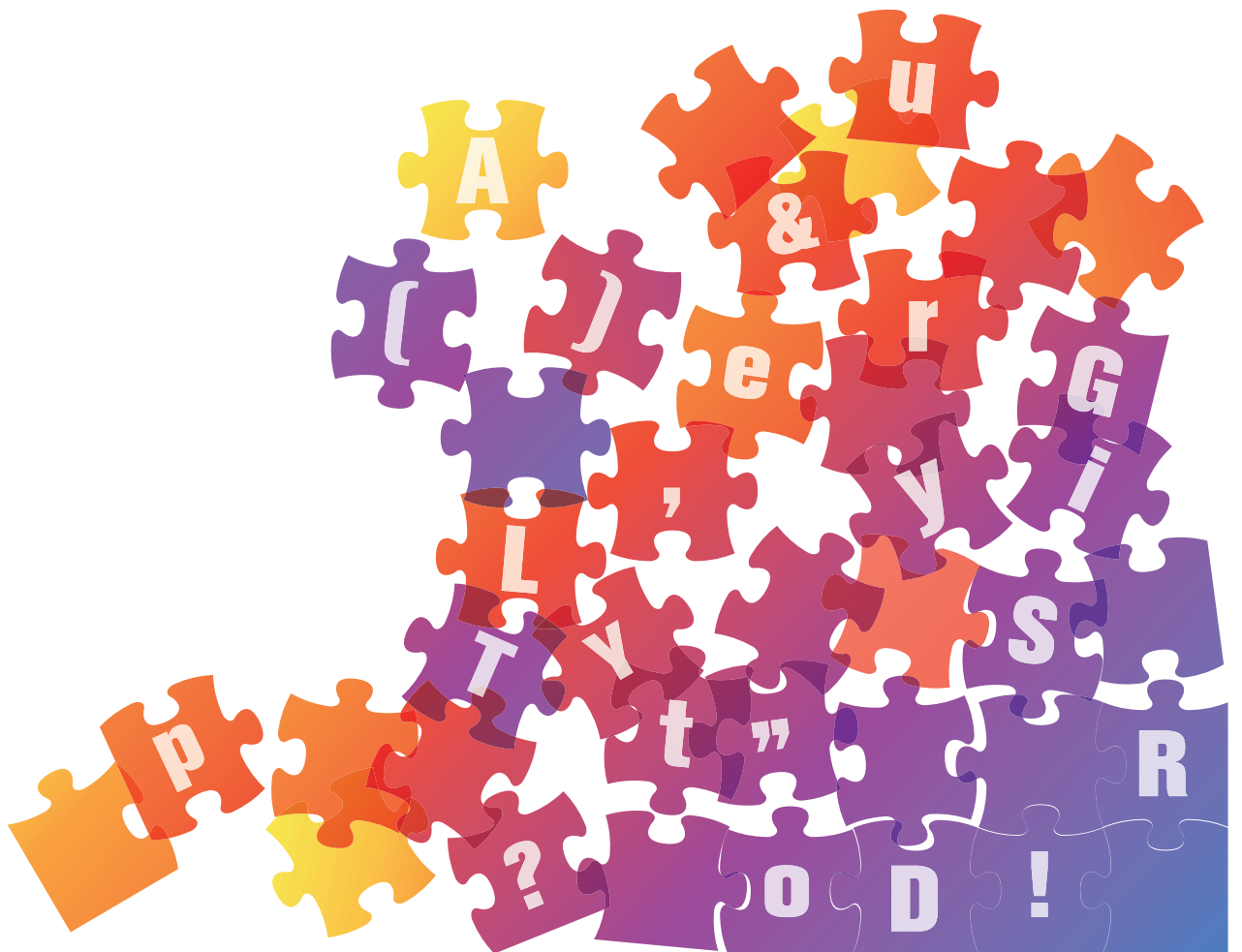
Pupil Resources For the Spelling Toolkit

Year 3





Term 1



Adding suffixes beginning vowel letters to words of more than one syllable

e.g. forgetting, forgotten, beginning, beginner, thinning, thinner, preferred, preferring, deferred, deferring, inferring, inferred, gardening, gardener, limiting, limited, limitation, visited, visitation, visiting, questioning, answering, addressing, interesting, mentioning

1. Play Which Hoop? Sort into 1 or 2 consonants
2. Tell a partner a sentence with each word in and then write down at least 5.



**Double
Consonant**

**Single
Consonant**

1. _____

2. _____

3. _____

4. _____

5. _____



y not at the end of words

e.g. myth, mythology, mythical, gym, gymnasium, gymnastics, Egypt, Egyptian, Egyptology, pyramid, mystery, mysterious, symbol, cymbals



1. Sort the words into their root word family and find the two homophones.

root word			
myth			
gym			
mystery			
pyramid			



Homophones -

2. Use one word from each root group to use correctly in context in sentences.

1. _____

2. _____

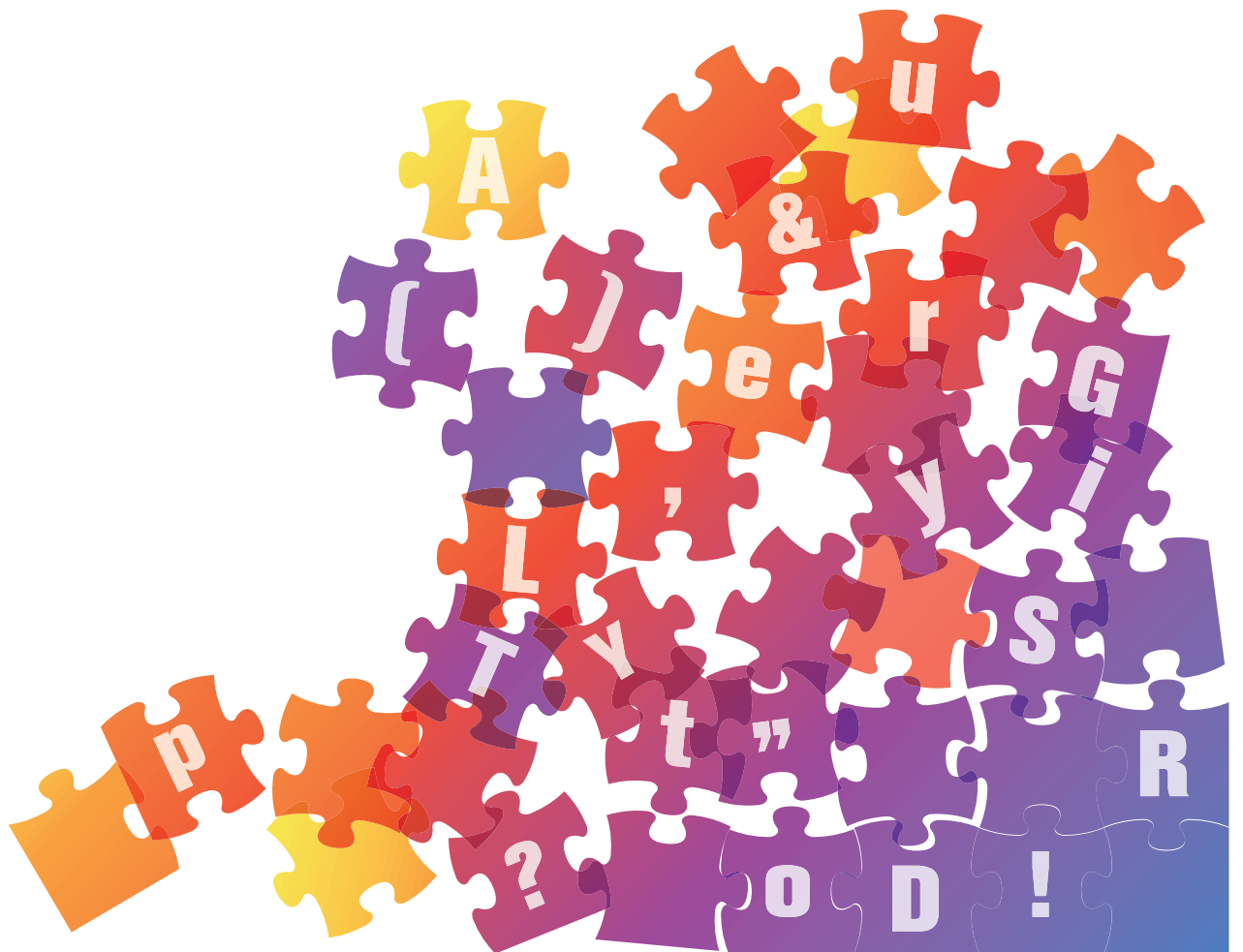
3. _____

4. _____





Term 2



ou

e.g. young, touch, double, trouble, country, enough

1. Look, say, cover, write, check words.



young	
touch	
double	
trouble	
country	
enough	




2. Play Guess My Word with a partner, giving definition for your partner to guess the word.

3. Play word hunt in reading books, team points for the group that finds (and proves) the most in 5 mins.



More prefixes (1)

dis- disappoint, disagree, disappear,
disobey, disbelieve, discontinue,

 **mis-** misbehave, mislead, misspell,
misheard, misguided, misremember,

in- inactive, incomplete, incorrect,
inappropriate, inside

1. Play Hoop game to sort into root groups.




 **dis-**

mis-

in-


2. Make up a silly story using a selection of the words.



More prefixes (2)

e.g. **il-** illegal, illegible; **im-** immature, immortal, impossible, impatient, imperfect; **ir-** irregular, irrelevant, irresponsible



1. Play Hoop Game to sort into prefix groups.

il-

im-

ir-



2. Make up an acrostic poem using one of the words.



More prefixes (3)

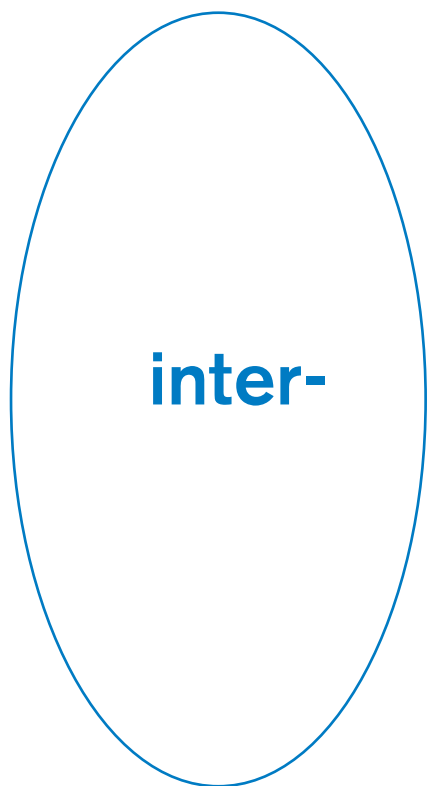
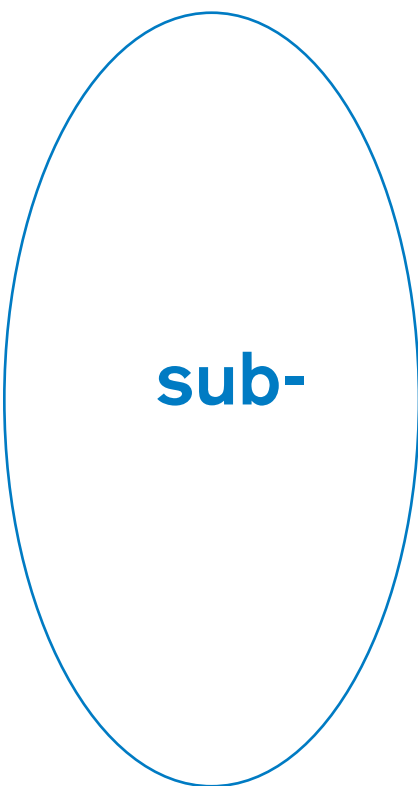
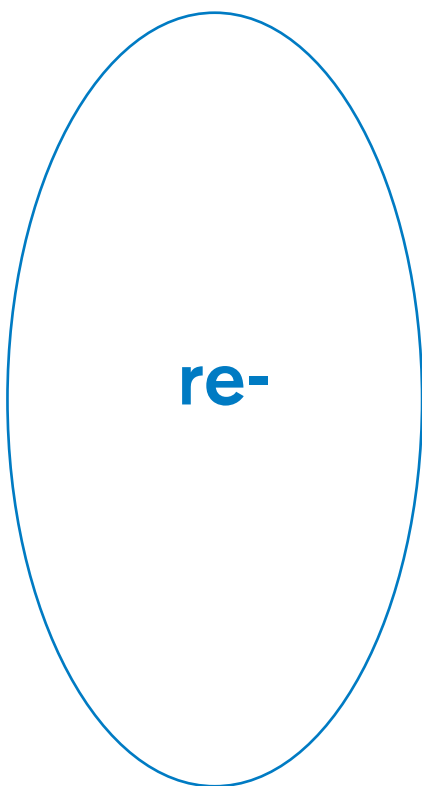
e.g. re- redo, refresh, return, reappear,
redecorate, rebuild, relearn, re-centre,
reposition, reconsider, regroup, repossess



sub- subdivide, subheading, submarine,
submerge

inter- interact, intercity, international,
interrelated

1. Play Hoop Game to sort into prefix groups.



2. Make up sentences in pairs using the words and then write at least 3 down.

1. _____

2. _____

3. _____



More prefixes (4)

e.g. supermarket, superman, superstar

antiseptic, anticlockwise, antisocial

autobiography, autograph



1. look, say, cover, write, check words.

supermarket	
superman	
superstar	
antiseptic	
anticlockwise	
antisocial	
autobiography	
autograph	



2. Make up a nonsense story using the words.



The suffix -ation

e.g. information, adoration, sensation,
preparation, admiration, imagination

1. Look, say, cover, write, check words.



information	
adoration	
sensation	
preparation	
admiration	
imagination	



2. Make up sentences using the words correctly as verbs and nouns.

1. _____

2. _____

3. _____

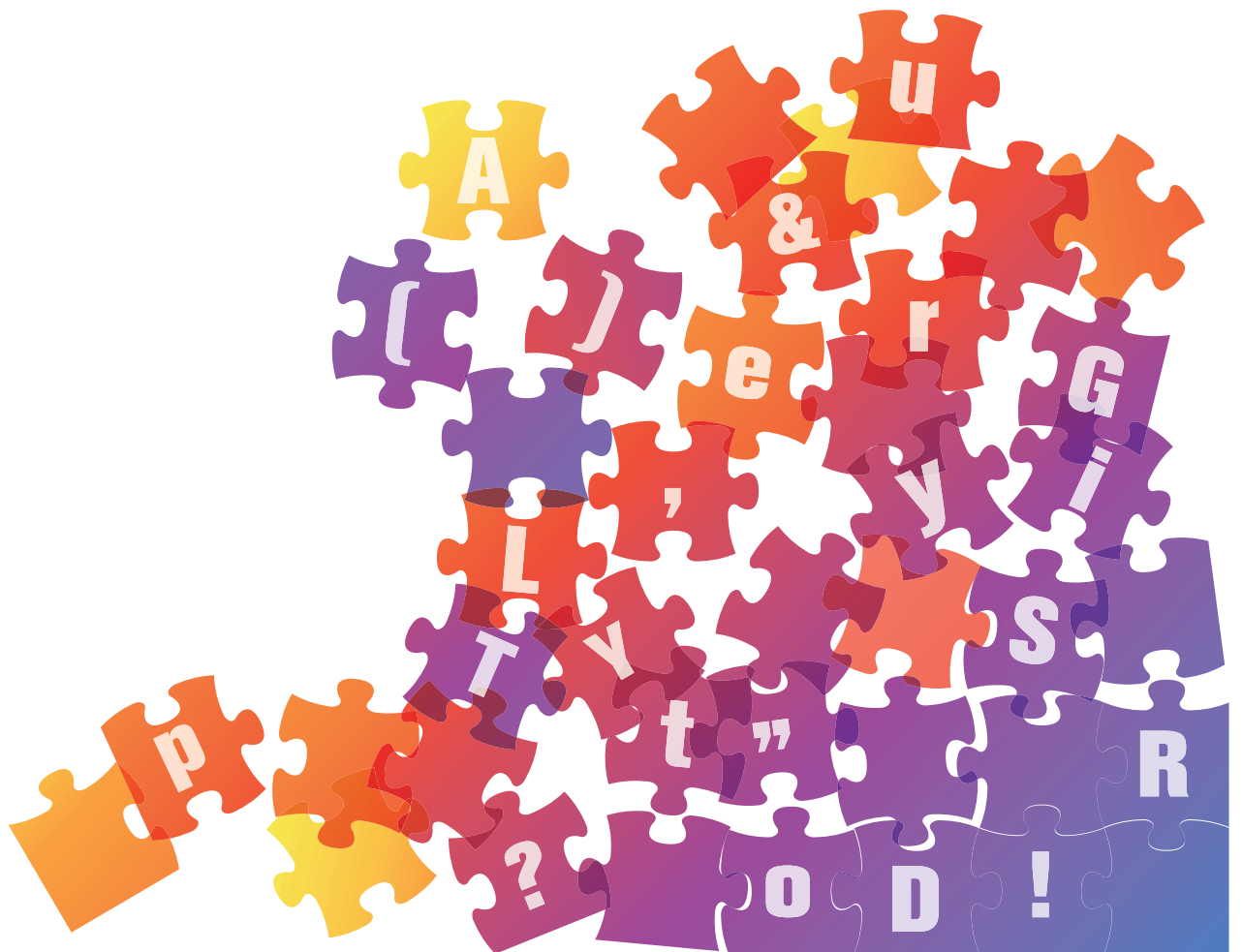
4. _____

5. _____






Term 3



The suffix -ly

e.g. sadly, completely, usually, finally,
comically, actually, naturally, separately,
famously, particularly, peculiarly, specially,
 quarterly, minutely, strangely, popularly,
extremely, materially, certainly, importantly,
popularly, differently

1. Write the words using them as an adjective and then
adverb correctly.









2. Look in your own writing for a paragraph you can improve by using some of the words.



-ly Exceptions

e.g. happily, ordinarily, angrily, easily, gently, simply, humbly, nobly, wrinkly, comically, terrifically, horrifically, basically, frantically, dramatically, truly, duly, wholly

1. Sort into root word endings -y, -le, -ic.



-y



-le



-ic

2. Choose 5 of the words to use correctly in sentences.

1. _____

2. _____

3. _____

4. _____

5. _____



-sion endings

e.g. division, invasion, confusion, decision, collision, television, revision, supervision

1. With a partner clap and count the syllables.

2. Write a silly story using as many of the words as you can.









The suffix -ous

e.g. poisonous, dangerous, mountainous,
famous, various

1. Use the words in verbal and then written sentences with
a partner.

1. _____

2. _____


3. _____

4. _____

5. _____



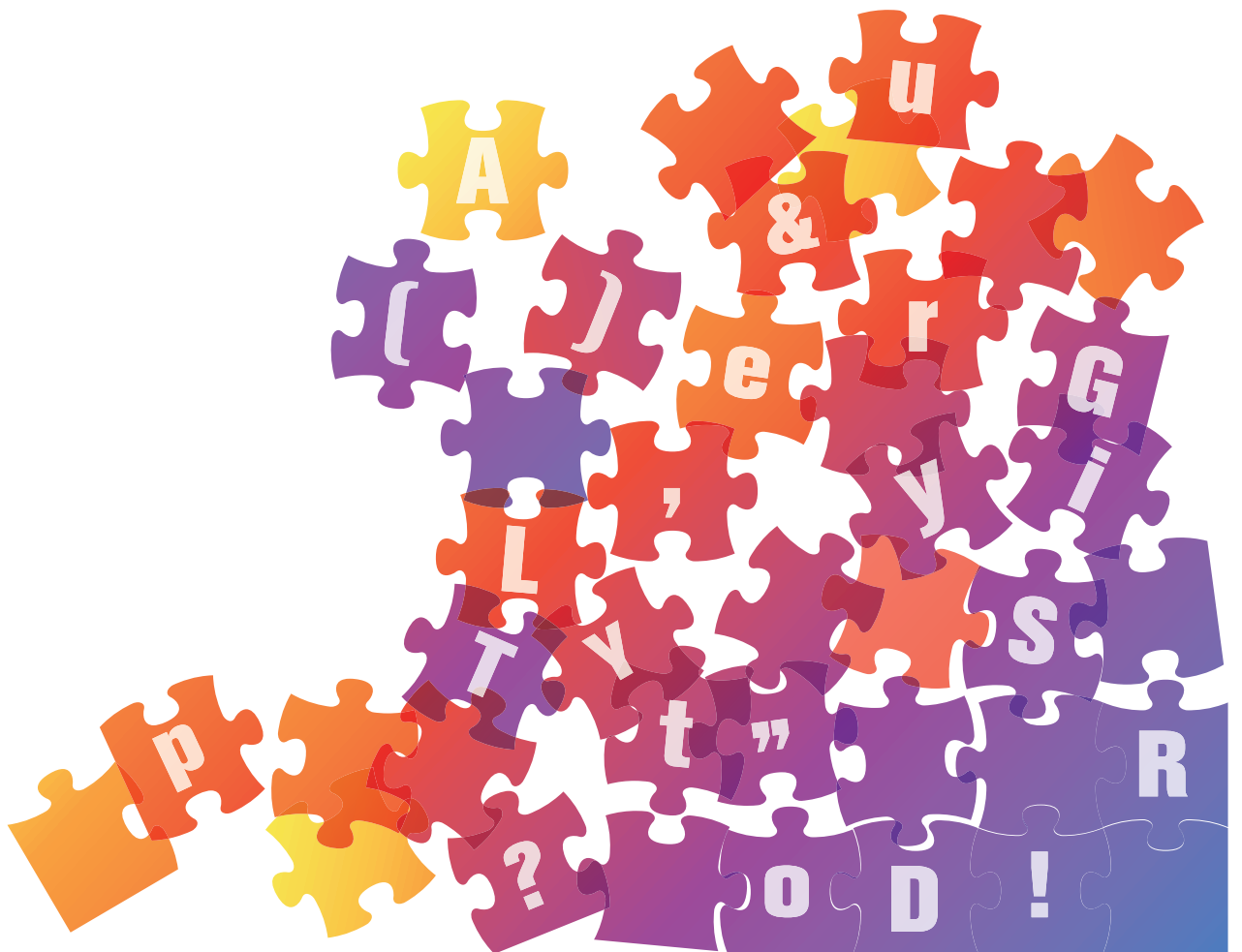
The suffix **-ous**, different root words

e.g. humorous, glamorous, vigorous,
courageous, outrageous, serious, obvious,
 curious, spontaneous, hideous, courteous

Write an acrostic poem using one of the words.



Appendix



Year 3 and 4 Statutory Word List

accident(ally)	famous	particular
actual(ly)	favourite	peculiar
address	February	perhaps
answer	forward(s)	popular
appear	fruit	position
arrive	grammar	possess(ion)
believe	group	possible
bicycle	guard	potatoes
breath	guide	pressure
breathe	heard	probably
build	heart	promise
busy/business	favourite	purpose
calendar	height	quarter
caught	history	question
centre	imagine	recent
century	increase	regular
certain	important	reign
circle	interest	remember
complete	island	sentence
consider	knowledge	separate
continue	learn	special
decide	length	straight
describe	library	strange
different	material	strength
difficult	medicine	suppose
disappear	mention	surprise
early	minute	therefore
earth	natural	though/although
eight/eighth	naughty	thought
enough	notice	through
exercise	occasion(ally)	various
experience	often	weight
experiment	opposite	woman/women
extreme	ordinary	

All the blue highlighted words are within spelling conventions covered by the Spelling Toolkit in Year 3 (43/100).

The non-highlighted words could be used as part of children's vocabulary and then explicitly focused on in Year 4 to ensure coverage by end of Year 4 in line with NC requirements



Year 2 Term 1

word	read	spell	apply
badge			
edge			
hedge			
wedge			
bridge			
fridge			
dodge			
lodge			
splodge			
fudge			
budge			
age			
cage			
rage			
huge			
bulge			
village			
change			
range			
charge			
race			
face			
space			
ice			
slice			
dice			
price			
cell			
city			
fancy			



word	read	spell	apply
knee			
know			
knock			
gnat			
gnaw			
write			
written			
wrote			
wrong			
wrap			
table			
fable			
apple			
topple			
bottle			
little			
middle			
fiddle			
juggle			
double			
trouble			
terrible			
horrible			
sample			
simple			
example			
candle			
handle			
needle			





word	read	spell	apply
cradle			
cycle			
uncle			
circle			
tickle			
trickle			
tackle			
chuckle			

Term 2






word	read	spell	apply
camel			
tunnel			
squirrel			
travel			
towel			
trowel			
tinsel			
metal			
hospital			
legal			
pedal			
capital			
animal			
actual			

word	read	spell	apply
pencil			
fossil			
nostril			
pupil			
stencil			
April			
gerbil			
lentil			
basil			
cry/ies			
fly/ies			
fry/ies			
try/ies			
reply/ies			
dry/ies			
sky/ies			
baby/ies			
penny/ies			
army/ies			
berry/ies			
cherry/ies			
puppy/ies			
jelly/ies			
crying			
crier			
cried			
flying			



word	read	spell	apply
flyer			
frying			
fried			
fryer			
trying			
tried			
trier			
dryer			
dried			
driest			
drying			
saying			
laying			
layer			
layered			
happier			
happiest			
hiking			
hiked			
hiker			
nicer			
nicest			
shining			
shiner			
shiny			
miner			
mined			



word	read	spell	apply
mining			
liking			
liked			
striker			
striking			
biking			
biker			
biked			
humming			
hummed			
hummer			
drumming			
drummed			
drummer			
stopping			
stopped			
stopper			
sitting			
sitter			
patting			
patted			
patter			
patty			
dropping			
dropped			
dropper			
sadder			



word	read	spell	apply
saddest			
madder			
maddest			
badder			
baddest			
fattest			
fatter			
fatty			
running			
runner			
runny			
mixing			
mixed			
mixer			
fixer			
fixed			
fixing			



Term 3

word	read	spell	apply
all			
ball			
fall			
tall			
stall			
small			
walk			
talk			
stalk			
always			
also			
almost			
although			
other			
brother			
mother			
another			
smother			
nothing			
Monday			
donkey			
monkey			
chimney			
valley			
trolley			
key			



word	read	spell	apply
squash			
quantity			
want			
watch			
wander			
word			
worm			
work			
world			
worth			
war			
towards			
warm			
television			
vision			
decision			
treasure			
pleasure			
measure			
un/usual/ly			
enjoyment			
employment			
sadness			
madness			
gladness			
careful			
cheerful			



word	read	spell	apply
playful			
hopeful			
hopeless			
badly			
sadly			
gladly			
madly			
won't			
where's (is, was)			
there's (is, has, was),			
that's(is,was)			
they'll (will,shall)			
we'll(will,shall)			
she'll(will,shall)			
he'll(will,shall)			
I'll(will,shall)			
it's(is,was)			
mustn't			
couldn't			
shouldn't			
wouldn't			
can't			
shan't			



word	read	spell	apply
Peter's			
Ravi's			
the girl's			
the boy's			
the woman's			
the child's			
the man's			
the dog's			
the cat's			
station			
fiction			
motion			
national			
section			
infection			
there, their, they're			
here, hear			
quite, quiet			
see, sea			
bare, bear			
one, won			
sun, son			
to, too, two			
be, bee			
blue, blew			
new, knew,			
night, knight			



word	read	spell	apply
door			
floor			
poor			
because			
find			
kind			
mind			
behind			
child/ren			
climb			
wild			
most			
only			
old			
cold			
gold			
hold			
told			
every			
everybody			
even			
great			
break			
steak			
pretty			
both			
beautiful			
after			



word	read	spell	apply
father			
plant			
hour			
move			
prove			
improve			
sure			
sugar			
eye			
could			
should			
would			
who			
whole			
any			
many			
clothes			
busy			
people			
water			
again			
half			
money			
Mr			
Mrs			
parents			
Christmas			



/I/ sound spelt y

word	read	spell	apply
myth			
mythology			
mythical			
gym			
gymnasium			
gymnastics			
Egypt			
Egyptian			
Egyptology			
pyramid			
mystery			
mysterious			
symbol			
cymbals			

Adding suffixes beginning vowel letters to words of more than one syllable

word	read	spell	apply
forgetting			
forgotten			
beginning			
beginner			
thinning			
thinner			
preferred			
preferring			
gardening			

word	read	spell	apply
gardener			
limiting			
limited			
limitation			
visited			
visiting			
visitation			
questioning			
mentioning			
answering			
addressing			
interesting			



Term 2

ou words

word	read	spell	apply
young			
touch			
double			
trouble			
country			
enough			



More prefixes (1)

word	read	spell	apply
disappoint			
disagree			
disappear			
disobey			
discontinue			
misbehave			
mislead			
misspell			
misheard			
misguided			
misremember			
inactive			
incorrect			
inappropriate			
incomplete			
inside			

More prefixes (2)

word	read	spell	apply
illegal			
illegible			
immature			
immaterial			
immortal			
impossible			
impatient			
imperfect			
irregular			
irrelevant			
irresponsible			



More prefixes (3)

word	read	spell	apply
redo			
refresh			
return			
reappear			
redecorate			
rebuild			
reconsider			
relearn			
regroup			
recentre			
reposition			
repossess			
interact			
intercity			
international			
interrelated			
subdivide			
subheading			
submarine			
submerge			

More prefixes (4)

word	read	spell	apply
supermarket			
superman			
superstar			

word	read	spell	apply
antiseptic			
anticlockwise			
antisocial			
autobiography			
autograph			

The suffix -ation

word	read	spell	apply
information			
adoration			
sensation			
preparation			
admiration			
imagination			

Term 3

The suffix -ly

word	read	spell	apply
sadly			
completely			
usually			
finally			
specially			
extremely			



word	read	spell	apply
comically			
actually			
naturally			
separately			
famously			
particularly			
peculiarly			
quarterly			
materially			
minutely			
certainly			
importantly			
popularly			
actually			
happily			
angrily			
ordinarily			
easily			
gently			
simply			
humbly			
nobly			
wrinkly			
comically			
terrifically			
horrifically			
basically			
frantically			
dramatically			
truly			
duly			
wholly			



Endings which sound like /ʒən/

word	read	spell	apply
division			
invasion			
confusion			
decision			
collision			
television			
revision			
supervision			

The suffix -ous

word	read	spell	apply
poisonous			
dangerous			
mountainous			
famous			
various			



The suffix -ous, different root words

humorous	read	spell	apply
glamorous			
vigorous			
courageous			
outrageous			
serious			
obvious			
curious			
spontaneous			
hideous			
courteous			









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