

## Year 3 Spellings 2024-25

Dates		.3	.2	.2-	.1- Teacher to set a couple of spellings for ability group
18/9 – 25/9	im to root words beginning with m or p	<p><b>impossible</b></p> <p><b>immature</b></p> <p><b>immeasurable</b></p> <p><b>immortal</b></p> <p><b>impatient</b></p> <p><b>immovable</b></p> <p><b>improper</b></p> <p><b>impolite</b></p> <p><b>important</b> (not a negating prefix)</p>	<p><b>impossible</b></p> <p><b>immature</b></p> <p><b>immortal</b></p> <p><b>imperfect</b></p> <p><b>immovable</b></p> <p><b>improper</b></p> <p><b>impolite</b></p> <p><b>important</b> (not a negating prefix)</p>	<p><b>impossible</b></p> <p><b>improper</b></p> <p><b>impolite</b></p> <p><b>imperfect</b></p> <p><b>important</b> (not a negating prefix)</p>	<p><b>impossible</b></p> <p><b>impolite</b></p> <p><b>important</b> (not a negating prefix)</p>
2/10 – 9/10	Creating negative meanings using prefix in-	<p><b>complete</b></p> <p><b>incomplete</b></p> <p>dependent</p> <p><b>independent</b></p> <p>edible</p> <p><b>inedible</b></p> <p>visible</p> <p><b>invisible</b></p> <p>decisive</p> <p><b>indecisive</b></p>	<p><b>complete</b></p> <p><b>incomplete</b></p> <p>dependent</p> <p><b>independent</b></p> <p>capable</p> <p><b>incapable</b></p> <p>visible</p> <p><b>invisible</b></p> <p>correct</p> <p><b>incorrect</b></p>	<p><b>complete</b></p> <p><b>incomplete</b></p> <p>formal</p> <p><b>informal</b></p> <p>dependent</p> <p><b>independent</b></p>	<p><b>complete</b></p> <p><b>incomplete</b></p> <p>formal</p> <p><b>informal</b></p>
16/10 – 25/10	adding the prefix re to show again	<p><b>reappear</b></p> <p><b>regroup</b></p> <p><b>rebuild</b></p> <p><b>reconsider</b></p> <p><b>readdress</b></p> <p><b>reimagine</b></p> <p><b>rearrange</b></p>	<p><b>reappear</b></p> <p><b>regroup</b></p> <p><b>rebuild</b></p> <p><b>reconsider</b></p> <p><b>readdress</b></p> <p><b>reimagine</b></p> <p><b>recycle</b></p>	<p><b>reappear</b></p> <p><b>regroup</b></p> <p><b>rebuild</b></p> <p><b>readdress</b></p> <p><b>replay</b></p> <p><b>renew</b></p> <p>redo</p>	<p><b>regroup</b></p> <p><b>rebuild</b></p> <p><b>replay</b></p> <p><b>renew</b></p> <p>redo</p> <p><b>reheat</b></p>

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		re <u>de</u> corate re <u>co</u> nnect	re <u>w</u> rite re <u>fr</u> esh re <u>pl</u> ace	re <u>h</u> eat	
<b>Half Term</b>					
6/11 – 15/11	Words with the <b>er</b> sound spelled ear	<u>earth</u> <u>early</u> <u>learn</u> <u>heard</u> <u>earn</u> <u>pearl</u> <u>search</u> <u>unearth</u> <u>earl</u> re <u>h</u> earse	<u>earth</u> <u>early</u> <u>learn</u> <u>heard</u> <u>earn</u> <u>pearl</u> <u>search</u> <u>unearth</u> <u>earl</u>	<u>earth</u> <u>early</u> <u>learn</u> <u>heard</u> <u>earn</u> <u>pearl</u> <u>earl</u>	<u>earth</u> <u>early</u> <u>learn</u> <u>heard</u>
20/11 – 29/11	Creating adverbs using the suffix <b>-ly</b> (no change to root word)	<u>complete</u> <u>complet</u> ly <u>particular</u> <u>particular</u> ly <u>regular</u> <u>regular</u> ly <u>peculiar</u> <u>peculiar</u> ly recent recently	<u>complete</u> <u>complet</u> ly <u>particular</u> <u>particular</u> ly <u>regular</u> <u>regular</u> ly <u>peculiar</u> <u>peculiar</u> ly recent recently	recent recently rude rudely quick quickly sad sadly strong strongly	recent recently sad sadly rude rudely
4/12 – 13/12	Creating adverbs using the suffix <b>-ly</b> (if it ends in e change ly)	<u>feebly</u> giggly gently simply hor <u>r</u> ibly	<u>feebly</u> giggly h <u>u</u> mbly gently simply	<u>feebly</u> giggly gently simply probably	gently simply probably

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		terri <u>bly</u> incredi <u>bly</u> comf <u>o</u> rtable <u>y</u> prob <u>a</u> bly poss <u>i</u> bly	horri <u>bly</u> terri <u>bly</u> prob <u>a</u> bly poss <u>i</u> bly	poss <u>i</u> bly	
18/12 – 10/1	Common exception words	for <u>w</u> ards he <u>i</u> ght is <u>l</u> and mater <u>i</u> al minu <u>t</u> e na <u>u</u> ghty oppo <u>s</u> ite rememb <u>e</u> r stran <u>g</u> e	for <u>w</u> ards he <u>i</u> ght is <u>l</u> and mater <u>i</u> al minu <u>t</u> e na <u>u</u> ghty oppo <u>s</u> ite rememb <u>e</u> r stran <u>g</u> e	for <u>w</u> ard is <u>l</u> and wom <u>a</u> n rememb <u>e</u> r often	is <u>l</u> and wom <u>a</u> n rememb <u>e</u> r often

Teach in class at separate points interest & length

<u>Dates</u>		.3	.2	.2-	.1
15/1 – 24/1	Words ending with a /cher/ sound spelt with 'ture'	creat <u>u</u> re literat <u>u</u> re furnit <u>u</u> re miniatur <u>u</u> e mixt <u>u</u> re moistur <u>u</u> e signatur <u>u</u> e temperat <u>u</u> re textur <u>u</u> e adventur <u>u</u> e	creat <u>u</u> re pictur <u>u</u> e natur <u>u</u> e furnit <u>u</u> re captur <u>u</u> e cultur <u>u</u> e textur <u>u</u> e futur <u>u</u> e gestur <u>u</u> e structur <u>u</u> e	pictur <u>u</u> e natur <u>u</u> e futur <u>u</u> e captur <u>u</u> e matur <u>u</u> e mixt <u>u</u> re	pictur <u>u</u> e natur <u>u</u> e futur <u>u</u> e captur <u>u</u> e
29/1 – 7/2	suffix -ation (may need to remove	experim <u>t</u> experim <u>en</u> tation	experim <u>t</u> experim <u>en</u> tation	separat <u>e</u> separat <u>ion</u>	separat <u>e</u> separat <u>ion</u>

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	the ending e)	<u>separate</u> <u>separation</u> explain <u>explanation</u> <u>preserve</u> <u>preservation</u> <u>accuse</u> <u>accusation</u> <u>observe</u> <u>observation</u>	<u>separate</u> <u>separation</u> plant <u>plantation</u> explore <u>exploration</u> sense <u>sensation</u> <u>accuse</u> <u>accusation</u>	plant <u>plantation</u> <u>inform</u> <u>information</u> tempt <u>temptation</u>	tempt <u>temptation</u>
12/2 – 28/2	add suffix ion to turn the root word from a verb into a noun (may need to remove the e) or has no definite root	<u>question</u> <u>mention</u> <u>position</u> <u>exaggeration</u> <u>concentration</u> <u>celebration</u> <u>education</u> <u>hesitation</u> <u>motivation</u> <u>execution</u>	<u>question</u> <u>mention</u> <u>position</u> locate <u>location</u> inject <u>injection</u> <u>operate</u> <u>operation</u> vibrate <u>vibration</u>	<u>question</u> <u>mention</u> <u>position</u> invent <u>invention</u> act <u>action</u> inject <u>injection</u> <u>fiction</u>	<u>question</u> <u>mention</u> <u>position</u> invent <u>invention</u> act <u>action</u>
HALF TERM					
5/3 – 14/3	add the suffix ian to root words ending in c or cs- sounds like shun	<u>beautician</u> <u>technician</u> <u>physician</u> <u>mathematician</u> <u>musician</u> <u>politician</u> <u>electrician</u>	<u>musician</u> <u>electrician</u> <u>optician</u> <u>magician</u> <u>politician</u> <u>mathematician</u>	<u>musician</u> <u>electrician</u> <u>optician</u> <u>magician</u> <u>dietician</u>	<u>optician</u> <u>musician</u>

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		<u>d</u> ietician			
19/3 – 28/3	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	<u>g</u> ardener <u>g</u> ardening <u>o</u> ffering <u>o</u> ffered <u>l</u> imited <u>l</u> imiting benefited benefiting <u>f</u> ocused <u>f</u> ocusing	<u>l</u> ine <u>l</u> ining visit <u>v</u> isiting limit <u>l</u> imiting <u>h</u> ope <u>h</u> oping	<u>h</u> ope <u>h</u> oping <u>c</u> ope <u>c</u> oping <u>s</u> now <u>s</u> nowing <u>p</u> lay <u>p</u> laying	<u>h</u> ope <u>h</u> oping <u>c</u> ope <u>c</u> oping <u>s</u> now <u>s</u> nowing
<b>Easter Holidays</b>					
23/4 – 2/5	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	<u>f</u> orgetting <u>f</u> orgotten <u>b</u> eginning <u>b</u> eginner <u>p</u> referred <u>p</u> referring <u>o</u> ccurred <u>o</u> ccurring <u>f</u> orbidden <u>c</u> ommitted	fret <u>f</u> retting grin <u>g</u> rinning hum <u>h</u> umming hug <u>h</u> ugging brag <u>b</u> ragging	brag <u>b</u> ragging drip <u>d</u> ripping stop <u>s</u> topping drum <u>d</u> rumming	hop <u>h</u> opping stop <u>s</u> topping chop <u>c</u> hopping

<u>D</u> ates		.3	.2	.2-	.1
7/5 – 16/5	homophones	<u>w</u> eather <u>w</u> hether <u>b</u> all <u>b</u> awl	<u>w</u> eather <u>w</u> hether <u>h</u> ear <u>h</u> ere	<u>h</u> ear <u>h</u> ere not <u>k</u> not	<u>h</u> ear <u>h</u> ere not <u>k</u> not

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		<u>plain</u> <u>plane</u> <u>scene</u> <u>seen</u> <u>week</u> <u>weak</u> <u>mail</u> <u>male</u> <u>hear</u> <u>here</u>	<u>plain</u> <u>plane</u> <u>scene</u> <u>seen</u> <u>week</u> <u>weak</u> <u>mail</u> <u>male</u>	<u>week</u> <u>weak</u> <u>mail</u> <u>male</u>	<u>week</u> <u>weak</u>
21/5 – 6/6  (Tested first week after half term)	c/k sound spelled ch	<u>orchestra</u> <u>scheme</u> <u>mechanic</u> <u>stomach</u> <u>chemist</u> <u>character</u> <u>chemical</u> <u>monarch</u> <u>architect</u> <u>technology</u>	<u>chemist</u> <u>character</u> <u>chemical</u> <u>chorus</u> <u>echo</u> <u>anchor</u> <u>orchid</u>	<u>school</u> <u>echo</u> <u>anchor</u> <u>chorus</u> <u>orchid</u> <u>chaos</u> <u>ache</u>	<u>school</u> <u>echo</u> <u>anchor</u>
<b>Half Term</b>					
11/6 – 20/6	words sh sound spelled ch	<u>chandelier</u> <u>parachute</u> <u>moustache</u> <u>brochure</u> <u>charade</u> <u>pistachio</u> <u>champagne</u> <u>chauffeur</u>	<u>machete</u> <u>charade</u> <u>machine</u> <u>parachute</u> <u>brochure</u> <u>charlatan</u> <u>Chicago</u>	<u>machine</u> <u>chef</u> <u>chute</u> <u>chalet</u> <u>Chicago</u>	<u>chef</u> <u>chute</u> <u>chalet</u>

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		<u>chaperone</u> <u>avalanche</u>			
25/6 – 4/7	Homophones	<u>where</u> <u>wear</u> <u>meet</u> <u>meat</u> <u>grate</u> <u>great</u> <u>bear</u> <u>bare</u> <u>break</u> <u>brake</u>	<u>where</u> <u>wear</u> <u>meet</u> <u>meat</u> <u>grate</u> <u>great</u> <u>bear</u> <u>bare</u> <u>break</u> <u>brake</u>	<u>where</u> <u>wear</u> <u>meet</u> <u>meat</u> <u>grate</u> <u>great</u> <u>break</u> <u>brake</u>	<u>where</u> <u>wear</u> <u>meet</u> <u>meat</u>
9/7 – 18/7	Adding the prefix – <b>anti</b> to turn into the antonym	<u>anticlockwise</u> <u>antisocial</u> <u>antifreeze</u> <u>anti-climax</u> <u>antiseptic</u> <u>antibiotic</u> <u>antidote</u> <u>anti-inflammatory</u>	<u>antidote</u> <u>antifreeze</u> <u>antibiotic</u> <u>antihero</u> <u>anti-climax</u> <u>antiseptic</u>	<u>antidote</u> <u>antifreeze</u> <u>antibiotic</u> <u>antihero</u>	<u>antidote</u> <u>antihero</u> <u>antifreeze</u>
Will be taught in addition to the above	adding the prefix <b>super</b> to show something is out of the ordinary	<u>superhero</u> <u>superstar</u> <u>supersonic</u> <u>superglue</u> <u>supermarket</u> <u>supernova</u> <u>superpower</u> <u>supermodel</u>	<u>superhero</u> <u>superwoman</u> <u>superstar</u> <u>supersonic</u> <u>supermarket</u> <u>superpower</u> <u>supermodel</u>	<u>superhero</u> <u>superman</u> <u>superwoman</u> <u>superstar</u>	<u>superman</u> <u>superwoman</u>

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Will be taught in addition to the above	adding the prefix sub to show something is under or beneath	<b>sub</b> temper <u>ature</u> <b>sub</b> marine <b>sub</b> divide <b>sub</b> merge <b>sub</b> soil <b>sub</b> head <u>ing</u>	<b>sub</b> way <b>sub</b> zero <b>sub</b> title <b>sub</b> head <u>ing</u> <b>sub</b> divide <b>sub</b> merge	<b>sub</b> way <b>sub</b> zero <b>sub</b> title <b>sub</b> head <u>ing</u>	<b>sub</b> way <b>sub</b> title
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\* <https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z8f3qhv>