



# Year 3 Spelling and Grammar

# Table of Contents

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>INTRODUCTION</b> .....	<b>3</b>
<b>PARENTAL SUPPORT</b> .....	<b>3</b>
<b>1. SPELLING</b> .....	<b>3</b>
1.1. STATUTORY WORD LIST.....	3
1.2. SPELLING FOCI IN YEAR 3 & 4.....	6
1.3. SPELLING ACTIVITIES .....	10
<b>2. YEAR 3 GRAMMAR</b> .....	<b>12</b>
<b>3. YEAR 3 GRAMMAR TERMINOLOGY</b> .....	<b>12</b>
3.1. WEBSITES FOR GRAMMAR .....	14

# Introduction

In the new curriculum for English, there is a very significant emphasis placed on SPAG (spelling and grammar).

This booklet outlines the expectations for Year 3 –

- The statutory word list (100 words) for Years 3 and 4
- The spelling rules / patterns covered in Years 3 and 4
- The grammar foci for Year 3
- The technical vocabulary pupils need to understand in Year 3

## Parental Support

The expectations of the new curriculum have increased significantly. Pupils in the current Year 3 will not have covered the full curriculum (Years 1 to 6) by the time they take the statutory tests in Year 6 (they are starting the new curriculum this year). This means there will be gaps in their knowledge and understanding which we will be seeking to 'backfill' during the course of the year. Parents can support their children by having a good understanding of the expectations and maintain a focus on spelling and grammar at home.

## 1. Spelling

### **1.1. *Statutory Word List***

The word-lists for years 3 and 4 are statutory. The list is a mixture of words pupils frequently use in their writing and those which they often misspell. Parents can support children by ensuring they are familiar with these words by applying them using the range of games and activities listed in this booklet. They will also be a focus of homework and tests throughout the year.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accident(ally)				disappear			
actual(ly)				early			
address				earth			
answer				eight/eighth			
appear				enough			
arrive				exercise			
believe				experience			
bicycle				experiment			
breath				extreme			
breathe				famous			
build				favourite			
busy/business				February			
calendar				forward(s)			
caught				fruit			
centre				grammar			
century				group			
certain				guard			
circle				guide			
complete				heard			
consider				heart			
continue				height			
decide				history			
describe				imagine			
different				increase			
difficult				important			

	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
interest				pressure			
island				probably			
knowledge				promise			
learn				purpose			
length				quarter			
library				question			
material				recent			
medicine				regular			
mention				reign			
minute				remember			
natural				sentence			
naughty				separate			
notice				special			
occasion(ally)				straight			
often				strange			
opposite				strength			
ordinary				suppose			
particular				surprise			
peculiar				therefore			
perhaps				though/although			
popular				thought			
position				through			
possess(ion)				various			
possible				weight			
potatoes				woman/women			

## 1.2. Spelling Foci in Year 3 & 4

Below are the rules and patterns we will focus on in Year 3 & 4.

Spelling Pattern	Rules and Guidance	Example Words	Tick when tested successfully
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation	
The 'i' (hit) sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	
The 'u' (cup) sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country	
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, <b>in-</b> becomes <b>il</b>. Before a root word starting with m or p, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with r, <b>in-</b> becomes <b>ir-</b>. <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey <b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate <b>sub-</b>: subdivide, subheading, submarine, submerge <b>inter-</b>: interact, intercity, international, interrelated (inter + related) <b>super-</b>: supermarket, superman,</p>	

	<p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>	
The suffix –ation	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	
The suffix –ly	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	
Words with endings sounding like 'shure' 'chure'	<p>The ending sounding like 'shure' is always spelt <b>-sure</b>.</p> <p>The ending sounding like 'chure' is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>	
Endings -sion		division, invasion, confusion, decision, collision, television	
Endings which sound like 'shun' spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t, s, ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician,</p>	

	<p>spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.</p> <p><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>politician, mathematician</p>	
<p>The suffix –ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>	
<p>Words with the ‘k’ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>	
<p>Words with the ‘sh’ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>	
<p>Words ending with the ‘g’ sound spelt –gue and the ‘k’ sound spelt –que (French in origin)</p>		<p>league, tongue, antique, unique</p>	



Words with the 's' sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent	
Words with the 'ay' sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's <b>(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</b>	
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	

### 1.3. Spelling Activities

Try some of these activities to help your children learn their spellings

<p><b><u>Scrambled words</u></b></p> <p>Fold a piece of paper into 3 columns. Write the words in the first column, then write each word again in the second column with the letters all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words correctly.</p>	<p><b><u>Air and back spelling</u></b></p> <p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p><b><u>Acrostic</u></b></p> <p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what:  <b>W</b>hile Sam was walking down the path,  <b>H</b>e saw a cat that stared, then laughed.  <b>A</b> cat that laughs is quite a feature,  <b>T</b>ell me, have you seen such a creature?</p>	<p><b><u>Write a story</u></b></p> <p>Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>
<p><b><u>Letter Writing</u></b></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><b><u>Colourful words</u></b></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><b><u>Rainbow writing</u></b></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><b><u>Graffiti wall</u></b></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p>
<p><b><u>Ambidextrous</u></b></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>	<p><b><u>Words within words</u></b></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>	<p><b><u>Words without vowels</u></b></p> <p>Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)</p>	<p><b><u>Make Some Music</u></b></p> <p>Write a song or rap that includes your words. Share with a friend or family member.</p>

<p><b><u>Pyramid power</u></b></p> <p>Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.</p>	<p><b><u>Hangman</u></b></p> <p>Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>	<p><b><u>ABC Order</u></b></p> <p>Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>	<p><b><u>Squiggly / Bubble spelling words</u></b></p> <p>Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.</p>
<p><b><u>Consonant circle</u></b></p> <p>Write a list of examples of your spellings. Circle all the consonants.</p>	<p><b><u>Sign your words</u></b></p> <p>Use sign language finger spelling to sign your words.</p> <p><a href="http://www.unitykid.com/signlanguage.html">http://www.unitykid.com/signlanguage.html</a></p> <p><a href="http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/">http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</a></p>	<p><b><u>UPPER and lower</u></b></p> <p>Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.</p>	<p><b><u>Across and down</u></b></p> <p>Write all of your spelling words across and then down starting with the first letter.</p> <p style="text-align: center;">W h e n h e n</p>
<p><b><u>Back Writing</u></b></p> <p>Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.</p>	<p><b><u>Find your words</u></b></p> <p>Using your reading book, list as many spellings that follow the rule as possible.</p>	<p><b><u>Choo- Choo words</u></b></p> <p>Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.</p> <p>Eg hopmopestopdrop</p>	<p><b><u>Connect the dots</u></b></p> <p>Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?</p>
<p><b><u>Rhyming words</u></b></p> <p>Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).</p>	<p><b><u>Adding my words</u></b></p> <p>Each letter has a value.</p> <p>Consonants are worth 10</p> <p>Vowels are worth 5</p> <p>Find as many spellings that follow the rule / pattern and add up your score.</p>	<p><b><u>Spelling poem</u></b></p> <p>Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.</p>	<p><b><u>X words</u></b></p> <p>Find two target words with the same letter in and then write them so they criss cross.</p>

## 2. Year 3 Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>

## 3. Year 3 Grammar Terminology

preposition	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.</p>	<p><i>Tom waved goodbye <u>to</u> Christy.</i>  <i>She'll be back <u>from</u> Australia <u>in</u> two weeks.</i>  <i>I haven't seen my dog <u>since</u> this morning.</i>            Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>
-------------	---	--

conjunction	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>- co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair</li> <li>- subordinating conjunctions (e.g. when) introduce a subordinate clause.</li> </ul>	<p>James bought a bat <u>and</u> ball. [links the words bat and ball as an equal pair]</p> <p>Kylie is young <u>but</u> she can kick the ball hard. [links two clauses as an equal pair]</p> <p>Everyone watches <u>when</u> Kyle does back-flips. [introduces a subordinate clause]</p> <p>Joe can't practise kicking <u>because</u> he's injured. [introduces a subordinate clause]</p>
word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	<p>teach – teacher extend – extent – extensive grammar – grammatical – grammarian</p>
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	<u>o</u> vertake, <u>dis</u> appear
clause	<p>A clause is a group of words or phrase that includes a subject and a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.</p> <p>Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.</p>	<p>It was raining. [single-clause sentence]</p> <p><u>It was raining but we were indoors.</u> [two finite clauses]</p> <p><u>If you are coming to the party, please let us know.</u> [finite subordinate clause inside a finite main clause]</p> <p><u>Usha went upstairs to play on her computer.</u> [non-finite clause]</p>
subordinate clause	<p>A subordinate clause is a clause that cannot stand alone as a complete sentence because it does not express a complete thought.</p> <p>Like all clauses, a subordinate clause has a subject and verb.</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p>That's the street <u>where Ben lives.</u> [relative clause; modifies street]</p> <p>He watched her <u>as she disappeared.</u> [adverbial; modifies watched]</p> <p><u>She noticed</u> an hour had passed. [acts as object of noticed]</p> <p>Not subordinate: He shouted, "Look out!"</p>
direct speech	<p>Direct speech repeats, or quotes, the exact words spoken.</p> <p>When we use direct speech in writing, we place the words spoken between inverted commas (speech marks) (" ").</p>	<p>Anne asked: "Are you really going to see 'Phantom of the Opera'?"</p> <p>"There's a fly in my soup!" screamed Simone.</p>

consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.	<p>/p/ [flow of air stopped by the lips, then released]</p> <p>/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p>/f/ [flow of air obstructed by the bottom lip touching the top teeth]</p> <p>/s/ [flow of air obstructed by the tip of the tongue touching the gum line]</p>
consonant letter	Most of the letters of the alphabet represent consonants. Only the letters a, e, i, o, u and y can represent vowel sounds.	
Vowel	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form syllables by themselves, or they may combine with consonants.</p>	
vowel letter	In the English writing system, the letters a, e, i, o, u and y can represent vowels.	
inverted commas (or 'speech marks')	<p>Inverted commas for direct speech:</p> <ul style="list-style-type: none"> <li>- to mark the beginning and end of direct speech (i.e. a speaker's words written down exactly as they were spoken)</li> </ul>	<p><i>"What time will he arrive?" she asked.</i></p> <p><i>"You're right," he said. "It feels strange."</i></p> <p><i>"No!" he cried. "You can't leave now!"</i></p>

### 3.1. Websites for Grammar

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>