

Crossacres Medium Term Spelling Plan

Year 3

*Blue = National Curriculum expectations*

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| Term | Week | Expectation |
| *Autumn 1*  *(Units 1-5)* | 1 | **Unit 1:** sp, spr |
| 2 | **Unit 2:** all, al: using the al prefix  *Spell words that are often misspelt (Appendix 1)* |
| 3 | **Unit 3:** soft c |
| 4 | **Unit 4:** silent letters b and k  *Spell words that are often misspelt (Appendix 1)* |
| 5 | **Unit 5:** le, el, al and il endings  *Adding suffixes beginning with vowel letters to words of more than one syllable* |
| 6-8 | *Revisit/extend expectations based on assessment information.* |
| *Autumn 2*  *(Units 6-10)* | 1 | **Unit 6:** some y endings |
| 2 | **Unit 7:** making plurals  *Spell words that are often misspelt (Appendix 1)* |
| 3 | **Unit 8:** y + er, y + est  *Adding suffixes beginning with vowel letters to words of more than one syllable* |
| 4 | **Unit 9:** ing, ed |
| 5 | **Unit 10:** soft g, ge, dge |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Spring 1*  *(Units 11-15)* | 1 | **Unit 11:** wa. Qua |
| 2 | **Unit 12:** tion, ation  *Use further prefixes and suffixes and understand how to add them (Appendix 1)*  *Suffix –ation*  *Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian* |
| 3 | **Unit 13:** sion  *Use further prefixes and suffixes and understand how to add them (Appendix 1)*  *Spell words that are often misspelt (Appendix 1)*  *Endings which sound like /ʒən/*  *Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian* |
| 4 | **Unit 14:** adding suffixes |
| 5 | **Unit 15:** contractions |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| *Spring 2*  *(Units 16-20)* | 1 | **Unit 16:** homophones  *Spell further homophones*  *Homophones and near-homophones* |
| 2 | **Unit 17:** silent letters o, h and c  *The /^/ sound spelt ou, eg. Trouble*  *Words with the /k/ sound spelt ch (Greek in origin), eg. Chemist*  *Words with the /s/ sound spelt sc (Latin in origin), eg. science* |
| 3 | **Unit 18:** ei, y and other tricky words  *Spell further homophones*  *The /I/ sound spelt y elsewhere than at the end of words*  *Words with the /ʃ/ sound spelt ch (mostly French in origin)*  *Words with the /eɪ/ sound spelt ei, eigh, or ey, eg. eight*  *Homophones and near-homophones* |
| 4 | **Unit 19:** ous  *Use further prefixes and suffixes and understand how to add them (Appendix 1)*  *The suffix –ous, eg. poisonous* |
| 5 | **Unit 20:** dis, mis, in, im, il, ir  *Use further prefixes and suffixes and understand how to add them (Appendix 1)*  *More prefixes, eg. in- , sub-, super-* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Summer 1*  *(Units 21-25)* | 1 | **Unit 21:** un, de, re, pre, non  *Use further prefixes and suffixes and understand how to add them (Appendix 1)*  *Spell words that are often misspelt (Appendix 1)*  *More prefixes, eg. in- , sub-, super-* |
| 2 | **Unit 22:** ly ending  *Suffix –ly* |
| 3 | **Unit 23:** sure, ture  *Use further prefixes and suffixes and understand how to add them (Appendix 1)*  *Words with endings sounding like /ʒə/ or /tʃə/* |
| 4 | **Unit 24:** wh, ph |
| 5 | **Unit 25:** compound words |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 2*  *(Units 26-28)* | 1 | **Unit 26:** silent w |
| 2 | **Unit 27:** words in words |
| 3 | **Unit 28:** dictionary work  *Use the first two or three letters of a word to check its spelling in a dictionary* |
| 4 | *Revisit/extend expectations based on assessment information.* |
| 5 | *Revisit/extend expectations based on assessment information.* |
| 6 | *Revisit/extend expectations based on assessment information.* |