Year Three Spelling Patterns

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| **Key Stage One Pattern Revision** | | | | | | | | | |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** |
| ss  pp | |  | | address  possess  possible  pressure  business  appear  opposite  suppose | | | appoint | | across |
| th | |  | | breath  earth  strength  though  thought  through | | |  | | these  clothes |
| e  y | |  | | history  busy  early  believe  decide | | |  | | many  began  even |
| ai  a-e  a | |  | | occasion  potato  separate  straight  strange | | |  | | narrator  place |
| ea  e | |  | | believe  breathe  decide  enough  heal | | |  | | began  please  really |
| igh  i-e  i | |  | | decide  arrive  bicycle  describe  exercise  guide  height | | | knight | | find |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** |
| o for o-e  ‘o’ sound | |  | | notice  occasion  potato  possess  often  opposite  promise  possible | | |  | | clothes |
| u  ue | |  | | actual  particular  peculiar  popular  continue  regular | | | statue  argue  value | |  |
| or  au  ore | |  | | caught  forward  history  important  naughty  therefore ordinary | | |  | | narrator  before |
| ar | |  | | particular  guard  heart  peculiar  regular  calendar | | |  | | dark |
| ir  ur  er | |  | | different  exercise  circle  century  purpose  surprise  certain  perhaps | | |  | | everyone |
| e  ie | |  | | chief  thief  believe  decide  enough  effect | | | field  belief | | began |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** |
| un  re | |  | | unearth  ungroup  unheard  unlearn  redo refresh  return  regroup  relearn | | |  | |  |
| g  ge  dge | |  | | imagine  strange  knowledge | | | largebridge | | *giant*  age  *magic* |
| se  c | |  | | bicycle  circle  decide  exercise  certain purpose  promise  increase  please  because | | |  | |  |
| le  al | |  | | bicycle  circle  possible  material  special  actual | | | petal | | *little*  *animal* |
| ness (including after y) | |  | | naughtiness  business | | | happiness  cleanness  loneliness  *kindness* | | *darkness*  *greatness* |
| ed, ing, er and est to root words ending in y | |  | | *happier, happiest*  *cried*  earlier  naughtier  naughtiest  busiest | | | *crying*  worrying  worried | |  |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** |
| ed, er, est and y to words ending in e | |  | | imagined  breathed arrived  stranger  believer  strangest | | | shiny  noisy  largest  nicest | |  |
| or  a | |  | | *ball*  *talk*  *always*  forward  history  important  ordinary | | |  | | *small*  *water* |
| u  o | |  | | *mother*  *brother*  *nothing*  *Monday*  woman  suppose | | | none  love | | *because*  suddenly |
| ment  ful | |  | | fruitful  enjoyment  payment  treatment  heartful | | |  | | playful  wishful  *placement* |
| ness  less | |  | | heartless  fruitless  minuteless  weightless  business  earliness  naughtiness  strangeness | | |  | |  |
| Contractions | |  | | *can’t*  *didn’t*  *hasn’t*  *couldn’t*  *it’s*  *I’ll* | | |  | | *don’t*  *I’m*  *that’s*  *I’ve*  *let’s*  *he’s*  *there’s*  *we’re* |
| **Year 3 Spelling Rules** | | | | | | | | | | | |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** | | |
| ing | | 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 | |  | | | crying  skipping  dropping  wrapping | | *stopping*  shouting  running  thinking  sleeping  looking | | |
| ed | |  | | | planned  stepped  grabbed  tripped | | *stopped*  shouted  laughed  lived  jumped  looked | | |
| er | |  | | | flatter | | *bigger*  *hotter*  *sadder*  smaller  faster  harder  darker  colder | | |
| en | |  | | | brighten  frighten  shorten  darken  tighten  hidden  sadden  forgotten  flatten  bitten | |  | | |
| i  y | | The / / ɪ sound spelt y elsewhere than at the end of words | | myth  gym  Egypt, pyramid, mystery  bicycle  different | | |  | | children  something  inside | | |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** | | |
| dis  mis | | Like un–, the prefixes dis– and mis– have negative meanings | | disappoint  disagree  disobey  disappear  mislead  misspell | | | dislike  mistreat mishear  misplace | |  | | |
| sub  inter  super | | sub– means ‘under’.  Inter – means ‘between’ or ‘among’  Super – means ‘above’ | | submerge  interact  interchange supermarket, superstar | | | subtitle  subtotal  interlock superglue  superfast | |  | | |
| anti & auto | | anti– means ‘against’.  auto– means ‘self’ or ‘own’ | | antiseptic  anti-clockwise antisocial | | automatic  autopilot  autograph | | |  | | |
| ly  including to y | | The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words  Exceptions:  (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. happily, angrily | | actually  certainly  differently  famously  recently  busily  happily | | | easily  lazily  luckily | |  | | |
| sure  ture | | The ending sounding like /ʒə/ is always spelt –sure.  The ending sounding like /tʃə/ is often spelt –ture | | pressure  measure  treasure  enclosure creature  furniture  picture  nature  adventure | | | ensure | |  | | |
| **Phoneme focus** | | **Pattern** | | **National Curriculum** | | | **Additional** | | **High frequency** | | |
| tion  sion | | If the ending sounds like /ʒən/, it is spelt as –sion. | | mention  question  position  *station*  *fiction*  occasion  division  invasion confusion television | | |  | |  | | |
| ous | | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters | | poisonous dangerous mountainous  famous  various  enormous  adventurous | | |  | |  | | |
| s  possession | | The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s). | | girls’  boys’ babies’ children’s  men’s  mice’s  women’s  people’s | | |  | |  | | |
| Homophones and near-homophones | |  | | our/are  affect/ effect  ball/ bawl  brake/ break  grate/ great  here/ hear  mail/ male  main/ mane | | | | |  | | |
| Polysyllablic words | | everyone grandad something someone actually knowledge therefore continue important | | | | | | | | | |

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| Year 3/ 4 words covered |
| actual actually address appear arrive believe bicycle breath breathe busy business calendar caught century certain circle continue decide describe different disappear early earth enough exercise famous forward fruit group guard guide heard heart height history imagine increase important knowledge learn material mention minute naughty notice occasion often opposite ordinary particular peculiar popular position possess possible potato pressure promise purpose question recent regular separate special straight strange strength suppose surprise therefore thought though through various weight woman women |

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| High frequency words |
| little into are children one big here some people find these began boy narrator small everyone our through baby stop every something garden fast thought door many laughed place hot suddenly mother across rabbit great hard really each friends its please even dark different grandad before girl clothes inside cold run park |

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| Year 3/ 4 words Frequency | | |
| **Twice** | **Three times** | **Four times** |
| actual  appear  breathe  continue  earth  enough  famous  forward  fruit  imagine  knowledge  opposite  ordinary  particular  peculiar  possess  potato  pressure  promise  purpose  regular  suppose  therefore | business  certain  circle  different  exercise  heart  history  important  occasion  possible | believe  bicycle  decide  naughty  strange |