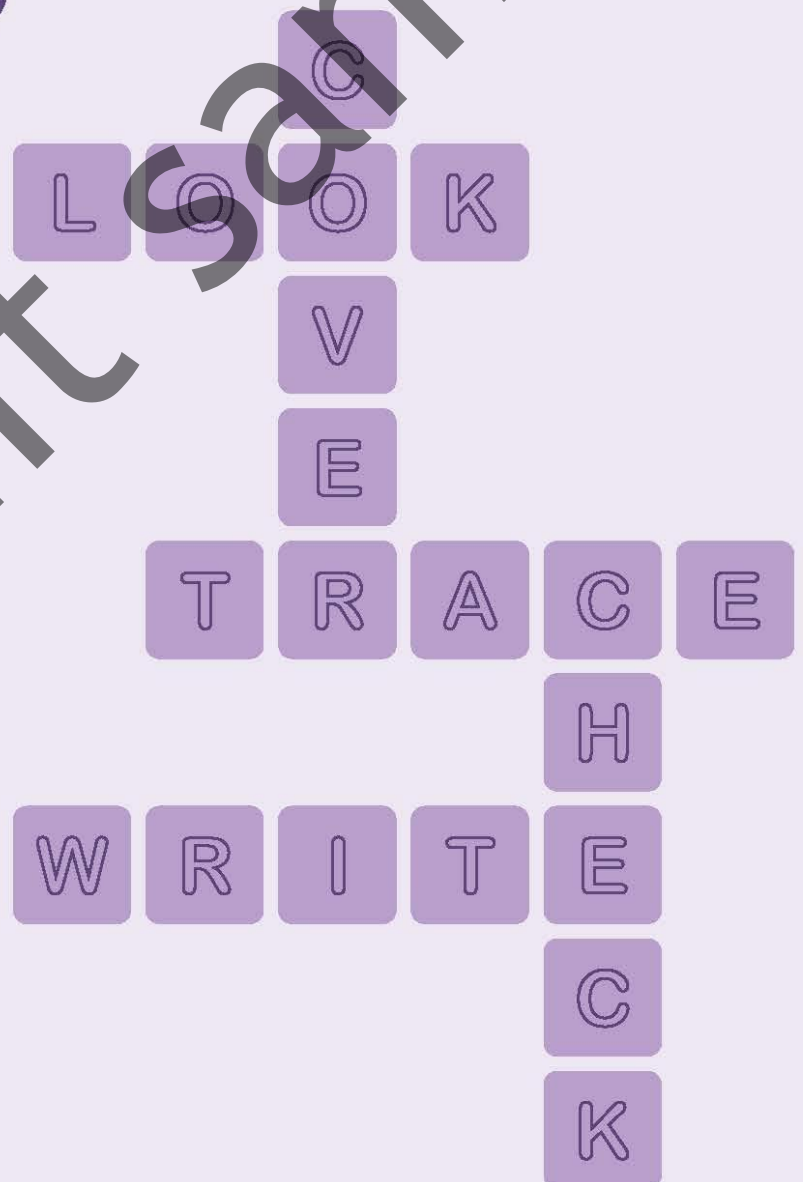


KS2

Spellings for year 3

TEACHING PACK

- Divided into six terms of six weeks, each focusing on a different rule
- Weekly differentiated spelling lists and worksheets
- Spelling templates and suggestions for games



Contents

	Page
Introduction	4
Term 1, week 1 - words ending with -el/-il/-al	5
Term 1, week 2 - adding suffixes beginning with vowels to words of more than one syllable (part 1)	9
Term 1, week 3 - adding suffixes beginning with vowels to words of more than one syllable (part 2)	14
Term 1, week 4 - words that contain y as a vowel	18
Term 1, week 5 - homophones	21
Term 1, week 6 - common exception words from year 2	25
Term 2, week 1 – words containing -dg/-dge (revision from year 2)	28
Term 2, week 2 – words containing -ou	32
Term 2, week 3 – words beginning with dis-	36
Term 2, week 4 – words ending in -ation	40
Term 2, week 5 – word families	44
Term 2, week 6 – year 3/4 word list 1	47
Term 3, week 1 – words beginning with gn-/kn- (revision from year 2)	50
Term 3, week 2 – words beginning with in-	53
Term 3, week 3 – words ending in -ly (part 1)	57
Term 3, week 4 – words ending in -sion	61
Term 3, week 5 – homophones	64
Term 3, week 6 – year 3/4 word list 2	67
Term 4, week 1 – words ending in -ness/-ment (revision from year 2)	71
Term 4, week 2 – words beginning with il- and ir-	75
Term 4, week 3 – words ending with -sure/-ture	80

Term 4, week 4 – words ending in -ous	83
Term 4, week 5 – word families	88
Term 4, week 6 – year 3/4 word list 3	92
Term 5, week 1 – compound words (revision from year 2)	97
Term 5, week 2 – words ending in -ly (part 2)	102
Term 5, week 3 – words beginning with im-	107
Term 5, week 4 – words containing ch that sound like hard c	110
Term 5, week 5 – words that are homophones	113
Term 5, week 6 – year 3/4 word list 4	117
Term 6, week 1 – words ending in -less/-ful (revision from year 2)	121
Term 6, week 2 – words beginning with re-	125
Term 6, week 3 – words containing sc that sound like s	128
Term 6, week 4 – words containing eigh that rhyme with ay	133
Term 6, week 5 – word families	138
Term 6, week 6 – year 3/4 word list 5	141
Spelling games	144
Look/Say/Cover/Write/Check template	147
Word of the week template	148

Introduction

This pack covers all the spelling rules for years 3 and 4 as defined by the Department for Education's English Programme of Study.

The pack is divided into six sections, one for each term. Each of these sections is divided into six subsections - one for each week of the term. Each week, children are introduced to a different spelling rule and to any exceptions to the rule. The 'get thinking' section acts as a quick warm-up activity for use in the classroom or at home. There then follows two differentiated word lists, list A and list B (B is more challenging), for children to learn. Each subsection ends with at least one worksheet and a challenge to consolidate learning. Answers are included where appropriate.

The pack follows a 'pick-up-and-go' format to enable teachers to photocopy the rule, the word lists, and the worksheets for completion in class or at home.

At the end of the pack, you'll find a Look/Say/Cover/Write/Check template, a template for a Word of the Week, and some suggestions for further spelling games and activities.

1.Revision from year 2: words ending with **-el**, **-il**, **-al**



The rule

Words that end with **-el**, **-il** or **-al** are much less common than words that end with **-le**. All these word endings sound very similar.

The **-el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w**, and often after **s**.

Most words ending in **-al** are adjectives, although a few are nouns.

Only a small number of words end with **-il**.

Get thinking!

Sometimes you know if a word is not spelt correctly because it doesn't look right.

Look at the words below. How many do you think are right?

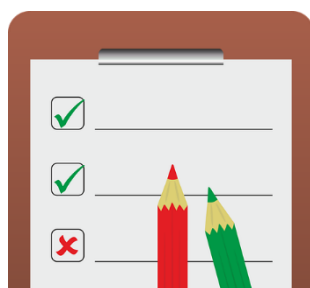
Check the spelling in a dictionary to make sure.

- petel
- cancel
- medal
- pencal
- fossil
- pedil

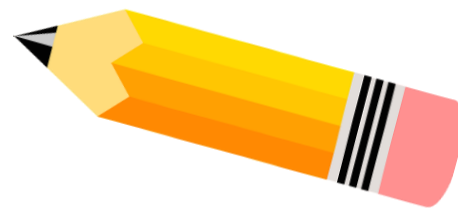


Word list

List A	List B
camel	squirrel
tunnel	tinsel
travel	capital
towel	hospital
metal	magical
pedal	daffodil
pencil	until
fossil	pupil
nostril	loyal
final	dental



Worksheet

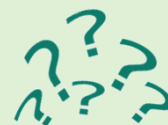


Write the words from List A or List B in alphabetical order.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Challenge

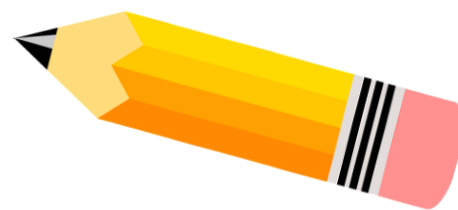
Read the clues to decide which of the words in lists A and B they refer to. Make sure you have spelt each word with the correct ending!



1. An underground passage
2. An animal found in the desert
3. Part of your nose
4. Last
5. A spring flower

Your turn!

Write clues for five more of the words on the list and test a partner.



Clue	Answer
1.
2.
3.
4.
5.

2. Adding suffixes beginning with vowels to words of more than one syllable (part 1)



The rule

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 suffix beginning with a vowel is added.

The exception

The consonant letter is not doubled if the last syllable is unstressed.



Get thinking!

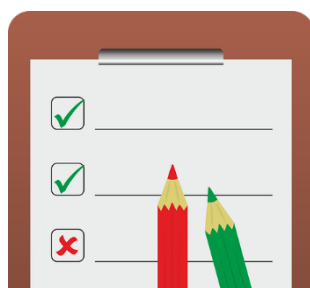
Try adding **-ed** or **-ing** to the words below. Make sure you follow the rules to spell each word correctly.

- travel
- explain
- begin
- design
- demand
- display
- cancel
- banter

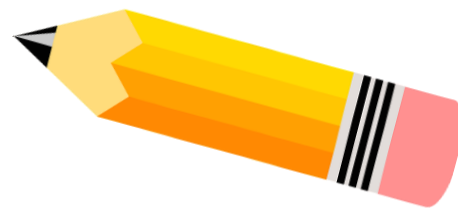


Word list

List A	List B
explained	forbidden
forgetting	controller
remained	affordable
beginner	unravelling
repeated	transmitting
limiting	gardener
prevented	preferred
supporter	acceptable
expected	allowed
depending	avoiding



Worksheet



There are 17 words from Lists A and B hidden in this grid. Can you find and list them? Can you write down the three that are missing?

P	D	E	L	B	A	D	R	O	F	F	A	T	I
D	B	E	G	I	N	N	E	R	G	N	S	D	G
E	X	P	E	C	T	E	D	L	I	I	T	G	N
R	S	T	D	E	P	E	N	D	I	N	G	D	I
R	E	U	N	R	A	V	E	L	L	E	D	E	T
D	P	D	P	E	S	T	R	D	A	E	D	N	T
E	R	E	E	P	N	F	B	P	E	R	D	I	E
N	E	T	R	E	O	D	E	W	O	L	L	A	G
I	F	A	V	V	R	R	E	A	I	D	E	M	R
A	E	E	E	G	N	I	T	I	M	I	L	E	O
L	R	P	E	G	A	R	D	E	N	E	R	R	F
P	R	E	F	V	N	L	W	R	R	N	O	P	N
X	E	R	C	O	N	T	R	O	L	L	E	R	A
E	D	X	A	N	F	O	R	B	I	D	D	E	N

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.

Missing words

1.
2.
3.

Answers

P	D	E	L	B	A	D	R	O	F	F	A	T	I
D	B	E	G	I	N	N	E	R	G	N	S	D	G
E	X	P	E	C	T	E	D	L	I	I	T	G	N
R	S	T	D	E	P	E	N	D	I	N	G	D	I
R	E	U	N	R	A	V	E	L	L	E	D	E	T
D	P	D	P	E	S	T	R	D	A	E	D	N	T
E	R	E	E	P	N	F	B	P	E	R	D	I	E
N	E	T	R	E	O	D	E	W	O	L	L	A	G
I	F	A	V	V	R	R	E	A	I	D	E	M	R
A	E	E	E	G	N	I	T	I	M	I	L	E	O
L	R	P	E	G	A	R	D	E	N	E	R	R	F
P	R	E	F	V	N	L	W	R	R	N	O	P	N
X	E	R	C	O	N	T	R	O	L	L	E	R	A
E	D	X	A	N	F	O	R	B	I	D	D	E	N

- | | | |
|----------------|---------------|----------------|
| 1. beginner | 2. expected | 3. depending |
| 4. limiting | 5. gardener | 6. controller |
| 7. forbidden | 8. preferred | 9. forgetting |
| 10. remained | 11. repeated | 12. explained |
| 13. prevented | 14. supporter | 15. affordable |
| 16. unravelled | 17. allowed | |

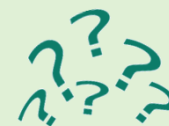
Missing words

- | | | |
|---------------|-------------|-----------------|
| 1. acceptable | 2. avoiding | 3. transmitting |
|---------------|-------------|-----------------|



Challenge

Look at the words in your list. For each word that ends with the suffix **-ing**, **-ed** or **-er**, identify the root word. Explain what has happened to the word when it has been changed.



Word	Root word	How has it changed?
preferred	prefer	The consonant has been doubled
.....
.....
.....
.....
.....
.....
.....