



Mayfield Primary School

Overview for No Nonsense Spelling in the Year 3

Here at Mayfield we follow No Nonsense Spelling.

In Year Three we will continue to build on the No Nonsense Spelling programme work that was undertaken in Year 2. Throughout the year children will undertake a variety of activities to investigate and understand spelling patterns. The aim of this is so the children will become confident in applying what they have learned in their writing. Spelling activities such as drawing images around the word, making up memorable sentences and spelling from dictation will be recorded in children's spelling journals. By the end of the year, we expect the children to confidently spell the words taught and apply the correct strategies when writing new words. Children with additional needs will use similar strategies to spell words appropriate to their ability.

Term 1

Revisit

Common exception words from Year 2

Prefixes and suffixes

Revise prefix 'un'.

New prefixes: 'pre-', 'dis-', 'mis-', 're-'.

Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

Rare GPCs

The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y'

Words ending with the /g/ sound spelt 'gue' and the /r/ sound spelt '-que' (French in origin)

Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun

Apostrophe

Revise contractions from Year 2

Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Term 2

Revisit

Strategies at the point of writing.
Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

Prefixes and suffixes

Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'

Rare GPCs

The /ʃ/ sound spelt 'ch' (mostly French in origin)
The /k/ sound spelt 'ch' (Greek in origin)

Homophones

here/hear, knot/not, meat/meet

Apostrophe

Revise contractions from Year 2

Proofreading

Revise proofreading routines

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Term 3

Revisit

Strategies for spelling at the point of writing
Vowel digraphs from Years 1 and 2

Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic'
Previously taught suffixes

Rare GPCs

The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth)
The /ʌ/ sound spelt 'ou' (young, touch)

Homophones

heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign

Apostrophe

Revise contractions from Year 2

Proofreading

Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Throughout Year 3

Common Exception Words

We will continue to learn words from the Y3 checklist. We will select these half-termly and use them as they fit with our writing and No Nonsense Spelling activities. The Children can practise these at home as the list below can also be found in their reading records.

Year 3/4 Common Exception Words

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different (Phase 5)

difficult

disappear

early

earth

eight (h)/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard(h)

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

quarter

question

recent

regular

reign (h)

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought (Phase 5)

through (Phase 5)

(h)

various

weight (h)

woman/women