

ESSENTIALspelling

Year 3



Using ESSENTIALspelling

Welcome to ESSENTIALspelling, a teaching resource from Herts for Learning.

This resource can be used as a scheme for spelling on its own, or in conjunction with the school's existing scheme to give supplementary teaching guidance. The complete resource features a suite of teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression. There are around 30 sequences in each year group and each sequence represents a series of lessons, rather than one lesson. The length of time needed to deliver a sequence will depend on the needs of your class and the amount of time given to the teaching of spelling each week. Roughly speaking, each sequence is designed to be a week's work if you have the equivalent of four x 15-20 minute sessions of spelling teaching per week.

What is different about ESSENTIALspelling?

This spelling resource is different to other spelling schemes. It focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. Throughout the document, the extended titles: "**Revisit, Explain, Use; Teach, Model, Define; Practise, Explore, Investigate; Apply, Assess, Reflect**" have been used to indicate the full purpose of each section.

Unlike other resources, **ESSENTIALspelling** places an emphasis on the **Review** stage of the teaching sequence. This is not 'what did we learn last week?' but instead: "What do we already know that might help us to spell words in this sequence?" The **Review** session is essential because it gives teachers an opportunity for assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.

Similarly, the **Teach** part of the sequence has a huge focus in this resource. **ESSENTIALspelling** provides essential knowledge that will support teachers to explain and unpick the learning behind the lesson.

Wherever possible, all children should take part in these parts of the sequence regardless of prior spelling attainment. The review section always tracks back to prior learning and the teach section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

However, this resource does then offer a teacher the chance to tailor learning more specifically to the current needs and spelling attainment of the children. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Below these sections are two further sections: **Minor Gaps** and **Major Gaps**. During the review section, you may feel that some children have small gaps in their knowledge and would benefit from shoring up the prior learning. Furthermore, you may have noticed that this is an area of weakness in their independent writing. If this is the case, you may prefer children to work on the activities described in the **Minor Gaps** section. There may also be one or two children who have little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel, or how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties

In these cases, you might like to focus on the **Major Gaps** section during the **Practise** and **Apply** parts of the lesson. In rare cases, you may feel that it is more appropriate for certain children to tackle this work during the **Teach** section.

The **Practise** sections are generally straightforward and resource light so that teachers do not have to spend time copying and cutting, or explaining rules of games. However, several example resources are included and these could be adapted to work with other sequences. Homework is not mentioned but could be given to fit the sequence

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short dictations. Occasionally, an **Apply** section will contain an extended writing activity to challenge the children to choose and use words independently and in context. Spelling tests are not mentioned, but dictations will show whether learning has been assimilated. If single word tests are given, spaced recall is more helpful than testing children on lists of words from that week. In other words, throwing in words from previous weeks will help children bring words from short term into long term memory. A low stakes, manageable way of creating spaced recall opportunities is 'spelling tennis'. This is where children work in pairs to select 10 words from their partner's personal list of spellings and words from previous weeks. They then take it in turns to 'test' each other on these words and can mark these between themselves. This makes spelling tests more relevant to individuals. After any kind of dictation or test, it is imperative that children talk through successes and mistakes with a partner: "I remembered to double the consonant here, but I forgot to include an 'e' there."

It is important that children are able to articulate their learning throughout the sequence and that teachers address any difficulties or misconceptions along the way. This resource is designed so that children can build on prior learning, make connections with existing knowledge and learn strategies that will help them develop their spelling competence. It is through explaining what they have learnt about the patterns and processes of spelling that they will improve their ability to spell accurately.

Autumn term – revision

(in order to fit this in o the Autumn Term, you may have to adjust the number of weeks spent on each aspect. Although this is all revision, it is vital for ongoing spelling success.)

Order	Spelling Sequence	Page
1	Review vowel digraphs: ai, ay, a-e, a (/eɪ/)	6-10
2	Review vowel digraphs: ee, ea, e-e (/i:./)	11-15
3	Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)	16-20
4	Review vowel digraphs: ow, oa, o-e, o (/əʊ/)	21-25
5	Review vowel digraphs: oo, ou, u-e (/u:./)	26-29
6	Review vowel digraphs: oi, oy (/ɔɪ/) & ow, ou (/aʊ/)	30-32
7	Review common exception words from KS1	33-35
8	Review plurals ending vowel suffix -es, changing y o i and adding es and words ending ey	36-37
9	Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to is or chopping the final e	38-40
10	Review adding vowel suffixes -ed, -ing, when doubling the final consonant	41-44
11	Review vowel suffixes -er and -est	45-47
12	Review -le at the end of words	48-49
13	Review -el or -il at the end of words	50-51
14	Review -al at the end of words	52-55
15	Explore homophones and near homophones	56-59

Spelling suggested progression Year 3 Spring and Summer Term

Order	Spelling Sequence	Page
16	Review apostrophes for contraction	60-61
17	Review apostrophe for possession	62-63
18	Review suffix -ly (with a consonant before it)	64-66
19	Explore suffix -all	67-86
20	Review consonant suffixes -ment and -ness	69-71
21	Review consonant suffixes -ful and -less	72-74
22	Explore the suffixes -tion and -ation	75-77
23	Explore the -sion suffix	78-79
24	Explore prefixes un-, dis-, mis-, in-	80-82
25	Explore prefixes re-, super-	83-84
26	Focus on the short vowel sound /ʌ/ spelt ou	85-86
27	Explore the vowel suffix -ous	87-89
28	Review high frequency words	90-93
29	Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey	94-95
30	Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words	96-98
31	Explore words with the phoneme s spelt sc	99-100
32	Explore words containing silent letters written kn, gn, wr, wh	101-103
33	Focus on silent letters: words from the Y3/4 statutory word list	104-107

International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in this document. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants	
/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels	
/ɑː/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/iː/	she, bead, see, scheme, chief
/ɔː/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/uː/	room, you, blue, brute
/ʌ/	cup
/ɜː/	fern, turn, girl
/ə/	farmer

This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

Revisit, Explain, Use

Check the children can tell you which letters are vowels. Show the children the grapheme ay and ask what the phoneme correspondence is. Ask if the children know any other ways to write the grapheme that makes an “ay” sound (/eɪ/). Is this a long sound or short sound? Compare *hat* with *hate* and ensure children can hear the difference. Call out the words *man* and *main* / *cap* and *cape* and ask children to put their thumbs up if they can hear an “ay” sound. Share a phoneme spotter story that exemplifies alternative spellings for “long a” phoneme.

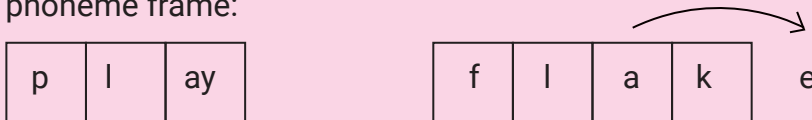
Identify words, collect in a best-bet table; share examples from below.

Teach, Model, Define

Use the best bet grid and select two or three teaching points to discuss, e.g. the most common spelling/positioning of the grapheme in words.

- vowel digraph ay (Y1)
- vowel digraph ai (Y1)
- split vowel digraph a_e (Y1)
- grapheme a on its own (*baby, table*)

e.g. the ay grapheme is the best bet when the long a is found at the end of a syllable such as *play* or *crayon*. The a-e is often found before a k – *cake, awake*. Ask children to study the table and come up with other statements like this. Model segmenting words into individual phonemes and placing them in a phoneme frame:



Display words from the Y3/4 Statutory word list that use this phoneme: **eight/ eighth, famous, reign, separate, straight, weight** and highlight the points to note in the spellings. Ensure children can spell **great, break, steak** from the Y2 CEW list.

Practise, Explore, Investigate

Ask the children to write a word not on display containing the same phoneme as some of the words listed (e.g. *mistake*).

Where there are potentially two possible spellings, ask the children to write which grapheme they think might be in a particular word and decide whether they think it is correct when they have looked at it written down. For example: *mistaik* or *mistake*? Children work with partners to create sets of words with the same long a grapheme.

Minor gaps

Compare the two best bets for this phoneme and support children to create chains of words following the same pattern. Use rhyme and analogy. Encourage children to use a phoneme frame to build words.

Major gaps

Choose the best bet and support child to segment words using a phoneme frame.

Apply, Assess, Reflect

Revisit learning and discuss any misconceptions.

Dictate a sentence using words taught e.g. *We like to play games in the rain in Spain. It's great fun to eat cake at the table in the shade.*

Ask children to come up with silly sentences that use the different GPCs studied.

Challenge children to look in their reading books for multisyllabic words using this grapheme: *explaining, shameful.*

ai		ay	a - e				eigh
laid	brain	day	glade	came	case	brave	eight
maid	chain	play	jade	game	chase	cave	freight
paid	drain	may	made	same		gave	weight*
raid	gain	say	shade	shame	ace	grave	
	grain	stray		tame	face	rave	sleigh
fail	main	slay	age	blame	grace	save	
mail	pain	spray	cage	dame	lace	shave	ea
nail	rain	tray	page	fame	pace	slave	great
tail	Spain	crayon	rage	frame	race	wave	break
sail	stain	delay	stage	flame	space	behave	steak
rail	train		wage	name			
	bait		bake	cane	ate		
aim	wait		brake	Jane	crate	Sometimes	Rare
claim	trait		cake	lane	date	a	e - e
			drake	mane	gate	lady	fete
			fake	pane	hate	baby	
			flake	plane	late	apron	ey
			lake		mate	able	they
			make	dale	plate	table	
			rake	gale	rate	label	aigh
			sake	male	skate	nation	straight*
			snake	pale	slate	strange*	
			take	sale	spate		
			wake	tale	state		
					separate*		

*words from Y3/4 statutory word list

The Great Bake Off

Jake and his classmates were doing a charity cake sale. They were aiming to bake at least eighty cakes to raise money for the baby unit at their local hospital.

On Monday, Jake washed his hands and put on an apron. Then he weighed out his ingredients on the scales and placed them in a bowl. Half an hour later, he had made his first cake and it was in the oven. He couldn't wait to take it out and taste a small piece. It was a great recipe of plain chocolate and orange marmalade.

There was no time to play. It was a daily race to make as many tasty treats as possible. He was afraid they might fail to get it all done. On Tuesday, Jake baked eighteen honey and raisin buns. On Wednesday, his neighbour gave him a tray of fairy cakes. Thursday came and this brave boy was still slaving away, making oat-grain cookies and apricot jam tarts. However, Jake saved the best until last. On Friday, he created a train shaped cake. He iced it and painted on lots of details including the name - Trail Blazer.

On Saturday, the children carried their cakes over to the playground where their teacher had set up tables for them to display their baked goods. As well as Jake's donations, there was an array of amazing products including maple syrup muffins, Jamaican coconut cake, flaked almond brownies, a plate of Danish pastries, and even bagels topped with grated cheese. Even though it was a grey and rainy day, lots of people arrived and paid for the goodies. An old lady offered to pay £10 for the train cake. "It's perfect for my granddaughter Amy! It's her birthday!" she explained.

All in all, they did a roaring trade and the pupils were able to donate three hundred pounds to the hospital. The local mayor stayed to shake hands and congratulate them. "May I say- you have been a credit to your school today!"

Read the Bake Off story, highlight all the words with the 'long a' vowel phoneme and plot them in the grid below. What do you notice?

a-e		ai		ay	a	eigh
					ey	ea

Revisit, Explain, Use

Ask children if they can explain the terms “suffix”, “root word”, “consonant” and “noun”.

Call out some of the words that children looked at previously that end in *-ment* or *-ness* such as *treatment* or *darkness*, and check that children are confident to add these suffixes.

Invite children to read the following words: *hopeless*, *hopeful*, *careless*, *careful*.

What can they tell you about these words, using the terms they have already discussed. Is there anything at all that they notice? (Two words ending in the suffix *-ful* and two in the suffix *-less*; two words are opposites of each other.)

Teach, Model, Define

Explain that you are going to focus on these two consonant suffixes today (*-ful*, *-less*). Tell children that these suffixes generally turn a noun into an adjective. For example: *If you are full of hope, you are hopeful and If you are without hope, you are hopeless*. The suffixes *-ful* and *-less* are antonyms of each other and many root words can add either of these suffixes. Point out that the word *full* has two *l*s but the suffix *-ful* only has one.

Model how to add these suffixes onto a root word to create words such as *hopeless*, *hopeful*, *careless*, *careful*.

Ask children what they notice about how to add these suffixes. Elicit responses that show children understand that if a suffix starts with a consonant letter, it is added straight onto most root words, without any change to the last letter of the word.

Now show them the exception: root words ending in *-y* – if the root has more than one syllable, e.g. *beauty + -ful = beautiful*, *penny + -less = penniless*. Model this change.

Call out a couple of root words for children to add *-less* to, such as *aim*, *rest*, *price*, and then some to add *-ful* to, such as *pain*, *joy*, *mouth*.

Practise, Explore, Investigate

Ask children to read the words in the grid below and discuss/clarify the meaning of each word. Children work with partners and use the root words below to build words by adding either *-ful* or *-less* to create a related noun. Partners need to agree that a real word has been created. At the end of either activity, partners should challenge each other to spell words created by roots and suffixes and then use the completed card to check.

Encourage children to practise words that they have found difficult, by rewriting and writing the known part in one colour, the tricky part in one colour and the suffix in another. Try writing the word again, visualising each colour.

Minor gaps

Choose one of the suffixes to consolidate and help children to see the pattern. Then work on the other. Start with two-syllable words and ones with regular roots, to build confidence, e.g. *hopeful*.

Support children to practise any words using *-ment/-ness* that are high-frequency, but that the children have not retained.

Encourage children to practise words that they have found difficult, by rewriting and writing the known part in one colour, the tricky part in one colour and the suffix in another. They could try writing the word again, visualising each colour.

Major gaps

Check CVC words plus *-ly* to see whether this suffix is now secure.

Support children to practise a few higher-frequency words using one other suffix, e.g. *careful*, *hopeful*, *beautiful*, *useful*, and thus build sight vocabulary.

Encourage children to practise words that they have found difficult, by rewriting and writing the known part in one colour, the tricky part in one colour and the suffix in another. They could try writing the word again, visualising each colour.

Apply, Assess, Reflect

Revisit learning and discuss any misconceptions.

Can children write sentences using any of the words practised, in context, to show their understanding of the word?

Can children add any more words to their grid?

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