

Year 3: Spelling Curriculum

	Statutory	Non-statutory	Example words (non-statutory)
Autumn Term	Revisit Year 2 work. Use end of year assessments to inform planning.		
	More prefixes	<p><i>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</i></p> <p><i>Like un-, the prefixes dis- and mis- have negative meanings.</i></p> <p><i>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</i></p> <p><i>Before a root word starting with l, in- becomes il.</i></p> <p><i>Before a root word starting with m or p, in- becomes im-.</i></p> <p><i>Before a root word starting with r, in- becomes ir-.</i></p> <p><i>re- means 'again' or 'back'</i></p> <p><i>sub- means 'under'</i></p> <p><i>inter- means 'between' or 'among'</i></p> <p><i>super- means 'above'</i></p> <p><i>anti- means 'against'</i></p> <p><i>auto- means 'self' or 'own'</i></p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p>
Spring Term	Statutory	Non-statutory	Example words (non-statutory)
	Adding suffixes beginning with vowel letters to words of more than one syllable		<p><i>forgetting, forgotten, beginning, beginner, prefer, preferred</i></p> <p><i>gardening, gardener, limiting, limited, limitation</i></p>
	Words with the /eɪ/ sound spelt ei, eigh, or ey		<p><i>vein, weigh, eight, neighbour, they, obey</i></p>

	<p style="text-align: center;">Statutory</p>	<p style="text-align: center;">Non-statutory</p>	<p style="text-align: center;">Example words (non-statutory)</p>
	<p>The suffix –ly</p>	<p><i>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</i></p> <p><i>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</i></p> <p>Exceptions:</p> <p>(1) <i>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</i></p> <p>(2) <i>If the root word ends with –le, the –le is changed to –ly.</i></p> <p>(3) <i>If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly</i></p> <p>(4) <i>The words truly, duly, wholly.</i></p>	<p><i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i></p> <p><i>happily, angrily</i></p> <p><i>gently, simply, humbly, nobly</i></p> <p><i>basically, frantically, dramatically</i></p>
<p>Summer Term</p>	<p style="text-align: center;">Statutory</p>	<p style="text-align: center;">Non-statutory</p>	<p style="text-align: center;">Example words (non-statutory)</p>
	<p>Possessive apostrophe with plural words</p>	<p><i>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).</i></p>	<p><i>girls’, boys’, babies’, children’s, men’s, mice’s</i></p> <p><i>(Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population)</i></p>

Year 3 : Word list

Autumn Spellings

address
answer
arrive
bicycle
build
caught
centre
circle
consider
continue
describe
different
difficult
disappear
earth
eight/eighth
experiment
famous
favourite
February
forward(s)
fruit
grammar
group
heard

Spring Spellings

height
history
important
learn
length
library
material
minute
natural
often
perhaps
popular
position
possible
quarter
question
recent
remember
sentence
straight
though/although
thought
through
weight
woman/women

Summer Term: Revise all spellings taught in Autumn & Spring Terms

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.