

Teachers 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.



### SPELLING RULES FOR YEAR 3

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, (as in 'happy-happily').

If the root word ends with -le, the -le is changed to -ly, (as in 'gentle-gently').

If the root word ends with -ic, -ally is added rather than just -ly, (as in 'dramatic-dramatically').

Words with the -ei sound spelt -ei, -eigh, (as in 'eight' and 'weigh').

Words with the long -a sound -ey, spelt -ie, -ei, (as in 'piece' and 'ceiling').

Words containing 'ou' where it sounds like 'u' (as in 'young' and 'touch').

Words ending -sure  
(as in 'measure' and 'pleasure').

Words ending in also -ture  
(as in 'adventure' and 'nature').

Possessive apostrophe with singular and plural words.

If the word ends in -s, the apostrophe is placed after the plural form of the word, (as in girls' and boys').

If the word does not end in -s, the apostrophe is placed before the additional -s  
(as in children's and men's).

Prefixes (groups of letters added to the start of a word):

-mis ( as in behave -misbehave);

-dis- ( as in obey-disobey);

-il ( as in legal-illegal);

-sub (as in marine-submarine).

Words with a possessive apostrophe for singular nouns

(as in Jim's' and 'the girl's).

Words ending in 'il' (such as 'pencil').

Words ending in -al  
(as in 'pedal' and 'animal').

Words ending -tion  
(as in 'fiction' and 'station').

Dropping the 'e' off the end of a word when adding -ing, -ed, -er  
(as in 'hiking', 'hiked' and 'hiker').

Suffixes (groups of letters added to the end of a word).

Adding the suffix -ly to an adjective to form an adverb. (as in 'usual-usually').

Adding suffixes beginning with vowel letters to words of more than one syllable.

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, (as in 'begin-beginning').

The consonant letter is not doubled, if the syllable is unstressed  
( as in 'limit-limiting').

Homophones

Pairs of words that sound the same but are spelt differently,  
(as in 'meddle' and 'medal').



The word list for year 3 is statutory. The specific list is a mixture of words pupils should frequently use in their writing and those which they often misspell. It is important that the children become familiar with the meanings of the words. Some of the listed words may be thought of as quite challenging, but they can easily be taught within the four years of key stage 2, alongside other words that teachers consider appropriate.

actual, actually, answer, appear, arrive, build, busy, breath, caught, centre, century, certain, circle, consider, continue, decide, describe, difficult, earth, early, eight, enough, extreme, February, height, history famous, forward, fruit, group, guide, guard, heard, imagine, increase, interest, important, island, length, library, material, mention, minute, notice, often, perhaps, quarter, recent, though.



Here at North Downs School confidence in understanding our language starts with rigorous phonics teaching.

This follows a six stage structured approach called Letters and Sounds. Children are expected to know and use the first 100 and 200 words.

**Details on our website.**

<https://www.northdowns.surrey.sch.uk/page/?title=Phonics&pid=301>

**SPELLING RULES**

In school, we are teaching spelling using an investigative approach called Word study. This way of teaching focuses on making links between what the children have learned about how to read words, with what they need to think about in order to spell them.

**WORD STUDY**

<https://wordstudyspelling.com/>  
**NATIONAL CURRICULUM SPELLINGS**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

**OXFORD OWL**

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-spelling/>

# SPELLING BY THE RULES.



**NORTH DOWNS SCHOOL**  
**SPELLING RULES GUIDE**  
**YEAR 3**

The English language is a delightful cornucopia, a legacy, left by varied residents of our land. So many influences, over the centuries, have resulted in a complex system of spellings. In order to support the children at North Downs this leaflet will help and assist their path to spelling fluency in the important skill of spelling by the rules.